

DUSP

NOTES

ONE

THE SCHOOL

2
9

During this study, the
Senate Committee studied

OF THIS
COMMITTEE

JUNIOR HIGH CLEARING HOUSE

LEBANON, PENNSYLVANIA

THE EDITORIAL STAFF

S. O. BOREM, Superintendent of Schools	Lebanon, Pa.
Manager and Editor of the Clearing House	
Associate Editors	
R. E. ABERNETHY, Senior High School	Lebanon, Pa.
C. A. BOYER, Henry Hovey Junior High	Lebanon, Pa.
EDWIN VAN KUREN, Harding Junior High	Lebanon, Pa.
And all local Junior High School Teachers.	

THE NATIONAL SUPPORTING COMMITTEE

Eastern Group

THOMAS H. BRIGGS	Teachers' College, New York
W. H. BRISTOW	Harrisburg, Pennsylvania
L. H. DUGBEE	West Hartford, Conn.
PHILLIP W. L. COX	New York University, New York
Fritz NEU	Amsterdam, New York
CLARENCE R. HOWELL	Trenton, New Jersey
R. EMERSON LANGFITT	Charleston, West Virginia
S. O. BOREM	Lebanon, Pennsylvania
HAURISON H. VAN COTT	Albany, New York
WORCESTER WARREN	Bridgeport, Connecticut

Southern Group

EUGENE E. BRIDGES	Oklahoma City, Oklahoma
JAMES M. GLASS	Winter Park, Florida
W. L. SPENCER	Montgomery, Alabama

Central Group

M. G. CLARK	Sioux City, Iowa
C. O. DAVIS	Anchorage, Michigan
FORREST E. LONG	Saint Louis, Missouri
L. V. KOOS	Minneapolis, Minnesota
J. W. SMITH	Columbus, Ohio
CHARLES C. WILCOX	Kalamazoo, Michigan
T. HOWARD WINTERS	Columbus, Ohio

Western Group

JESSIE M. HAMILTON	Denver, Colorado
HELEN WATSON PIERCE	Los Angeles, California
P. L. STETSON	Eugene, Oregon
LOIS TROUBLEY	Great Falls, Montana

The Junior High Clearing House-III is published in Lebanon, Pennsylvania, eight times a year, excluding December, June, July, August. Membership \$1.00 for all eight bulletins; Single Copies, 50 cents each; Club Groups of Ten or More to one address, one school, or one city, \$1.00 each. \$1.50 of the membership pays for the subscription to the eight bulletins.

Memberships taken anytime during the year will include all eight bulletins as long as all back numbers are available; otherwise at the rate of 25¢ per bulletin for the remaining available copies furnished.

We invite into membership
Everyone who cares what happens to children
of Junior High School Age.

P. D. Owen

THE JUNIOR HIGH CLEARING HOUSE

Volume III

APRIL-MAY 1929

Number 8

TABLE OF CONTENTS

NOTES BY CLEARING HOUSE EDITOR.....	3
WHAT HAS THE CLEARING HOUSE CLEARED?	3
JUNIOR HIGH COURSES IN SUMMER SCHOOLS (1929)	4
THE CLEARING HOUSE WILL STAY.....	7
PROFESSIONAL BOOKS FOR JUNIOR HIGH SCHOOL PEOPLE, Edwin Van Keuren.....	9
THE JUNIOR HIGH SCHOOL TODAY, S. O. Rorem	12
THE DEAN OF GIRLS AND PROBLEM CASES, Isabel K. Endslow.....	17
AN ATHLETIC PROGRAM FOR THE JUNIOR HIGH, Charlotte A. Hubbard and Mary E. O'Connor	21
THE JUNIOR HIGH SCHOOL AS INFLUENCED BY OTHER ADMINISTRATIVE UNITS, George Wheeler.....	25
 ARTICULATION OF THE JUNIOR HIGH SCHOOL	29-48
I. STANDARDS FOR JUNIOR HIGH SCHOOL PROMOTION.....	29
II. STANDARDS OF HOMOGENEOUS GROUPING.....	29
III. SCIENTIFIC RESEARCH IN JUNIOR HIGH.....	30
IV. OCCUPATIONAL TRAINING IN JUNIOR AND SENIOR HIGH.....	32
V. ACCUMULATIVE CURRICULUM AND EXPLORATORY COURSES.....	33
VI. EFFECT OF PUPIL ACTIVITIES UPON GRADUATES.....	34
VII. SIGNIFICANT JUNIOR HIGH SCHOOL RECORDS.....	34
VIII. EFFECT OF JUNIOR COLLEGE UPON JUNIOR HIGH.....	35
IX. HOW MAY THE SIX-YEAR HIGH SCHOOL LIBERATE THE JR. SCHOOL?	37
X. COLLEGE PREPARATORY SUBJECTS IN JUNIOR HIGH.....	38
XI. GUIDANCE IN JUNIOR-SENIOR HIGH.....	39
XII. STATE CONTROL OF JUNIOR HIGH SCHOOLS.....	41
XIII. GRADUATION CREDITS VERSUS EXPLORATORY VALUES.....	43
XIV. ACHIEVEMENT TESTS FOR PROMOTION.....	45
XV. CREATIVE ACTIVITIES VERSUS PREPARATORY FUNCTIONS.....	47
XVI. CULTURAL TRAINING IN JUNIOR HIGH.....	48

INDEX OF PREVIOUS BULLETINS---VOL. III, Nos. I-VII

APRIL, 1928, Number One

Why the Clearing House III; Why the Junior High School; Support for Junior High School Activities; Lebanon (Pa.) Junior High Schools; Summer Courses (1928) in Eastern Universities; Proceedings of Junior High School Conference, New York University—Guidance, Student Activity, Self-Direction, Clubs, Creative Activity, Co-operative Management.

MAY, 1928, Number Two

Summer Courses (1928) Central, Western, and Southern States; English Language Texts; Continuity of Teaching; Visual Education; Home Room Values; Curriculum Modification; Clubs; Community Resources; Exploratory Language; Teaching of English; Ability Grouping; Advertising the Junior High School.

SEPTEMBER, 1928, Number Three

Mathematics Texts; Knoxville, Tenn., Junior High Schools; What Is the Junior High School; Character Education; Administrative Activities; Retention Power; Home Visiting; Directed Moral Education; Third Annual Conference on Secondary Education, Temple University, Philadelphia—Articulation of Junior and Senior High School, Promotion Rates, Student Activities, Pupil Problems, Education for Adjustment, Round Tables.

OCTOBER, 1928, Number Four

History and Civics Texts; Propitious Environment; Hygiene Experiments; School Publications; General Language; Guidance; Junior High School Functions; Creative Athletics; Pupil Self-Direction; The Denver Advisory Plan—Girls' Advisory, Boys' Advisory.

NOVEMBER, 1928, Number Five

Science Texts; Pupil Adjustments; Functions and Features of Junior High; Individual Justice; Home Room Activities; Senior High Club Activities; A School City; A Home Room Solution; Junior High Schools of America.

JANUARY, 1929, Number Six

Vocational Texts; Personality Card; Pennsylvania State Report on Junior High School Attitude and Philosophy; Guidance; Citizenship Training; The Changing Core Curriculum; Preparing for a Junior High School Career.

FEBRUARY-MARCH, 1929, Number Seven

Foreign Language Texts; Junior High School Bibliography, Periodicals of 1928; Nutrition Work; East Saint Louis, Mo., Junior High; Pupil Participation Through Purposeful Activity; Junior High in Rural Communities; Ambridge, Pa., Social Activities; Administrative Practices, Sioux City, Iowa, North Junior High.

PUBLISHED BY

THE JUNIOR HIGH CLEARING HOUSE

EIGHT TIMES A YEAR

EXCLUDING THE SUMMER MONTHS

AT LEBANON, PENNSYLVANIA

S. O. ROREM, MANAGER AND EDITOR

SUPERINTENDENT OF SCHOOLS

LEBANON, PA.

Entered as Second Class Matter at the
Postoffice at Lebanon, Pennsylvania,
under Act of August 24, 1912

The Junior High Clearing House

And this is **Number Eight**. This bulletin completes the agreement made with members, guaranteeing eight bulletins of 40 to 48 pages during the period of Volume III, 1928-1929.

This is probably the last time the Clearing House will appear under the voluntary direction of the present editor-manager as a clearing service. The requests for additional volumes under the present management fell upon deaf ears. As Volume II came **three** years after the first; and Volume III came **five** years after the second; the next volume was due **seven** years from now.

However, present indications point to the continuation of the project. That belongs to the story of another page of this issue.

Have we done well enough? That remains for our members to decide. It was the best that we could do. If any errors, oversights, or misjudgments have occurred, they were committed without malice in any respect. The gratuitous service of the editor and of his "over-time" secretary, Miss Irene Klick, have comprised the office activity of Clearing House III. The task of serving contributors, inquiries and members has been a pleasant one—now that it is finished. However, there have been feverish, tense, busy hours upon the compilation, editing, and distribution of the eight bulletins. Grace must be implored for all shortcomings.

Still, the editor's evaluation of the Third Volume is made modestly when he states that it is the best of the three

volumes. Volume III has, in his opinion, contained the finest Junior High contributions presented by any publication since the establishment of the Junior High School as an educational unit. The fact that the editor had very little to do with supplying the discussions gives him the right to evaluate them without prejudice.

No written acknowledgment could do ample credit to the contributors who passed along their heart-sweat for the service of Clearing House members. Among their number are many junior high leaders who do not lack a cash market for the articles which they produce. Along with them are many persons who have offered their first articles to the Clearing House III, as did many now prominent leaders who offered their first articles in Clearing House I or II. Many of the contributors are in the limelight to stay. Thinkers in education are rare, but their work for the Junior High Clearing House III constitutes an educational contribution which will aid greatly in meeting the new demands upon junior high school workers throughout the nation.

WHAT HAS THE CLEARING HOUSE CLEARED?

It has cleared a definite pathway through the jungle of insufficient exchange of experience and uncertainty of the merit of our own practices. It has opened a new trail of light for those who were wondering what is going on in other schools. The work is not complete; it has scarcely begun. The hopes

as expressed in early bulletins were partially fulfilled, but the constructive, aggressive campaign was hardly opened.

The 350 pages of reports upon current practice, experiment, and procedure-outlines, constitute a volume of respectable size, even though pages do not constitute merit of themselves. The Volume Index, Page Two, of Bulletin eight, showing the contents, does not indicate the only major points of merit, though these are especially worthy. The outstanding points lie in these three features:

1. The evidence that Junior High Schools are making a shift (from a consideration of subject material only) to an emphasis upon training of pupils through participation.

2. The establishment of new names on the list of contributors to Junior High School service.

3. The comparison of interest in Junir High Schools today with the extent of interest five or eight years ago as revealed by Volumes I and II. Volume III in 1928-29 had three times the circulation of Volume II in 1923-24, and

four times the circulation of Volume I in 1920-21.

A MEMBER'S PRIVILEGE

It is the privilege of a member of any organization to advance his own cause —A Clearing House Member may extend the influence of the Junior High School.

TEACHERS may call attention of their teacher friends or their summer school acquaintances to the fact that full sets of the Clearing House are still available at the regular rate of \$2.00.

SUPERINTENDENTS OF SCHOOLS may recommend to their neighboring city superintendents that the Clearing House will be in service next year, under the auspices of New York University.

UNIVERSITY INSTRUCTORS may give their students specific service by setting them in touch with the source of the Clearing House bulletins—S. O. ROREM, Lebanon, Pa.

LIBRARIANS may supply the Clearing House to their readers.

JUNIOR HIGH COURSES IN SUMMER SCHOOLS

Junior High School courses mentioned below represent the information supplied by the schools concerned. In many catalogs additional courses are announced in general fields of educational activity applying indirectly to the Junior High School. The only ones selected are those which contained the words "Junior High". The courses appear in the order given in the institutional announcement.

Eastern States

BOSTON UNIVERSITY, Boston, Mass. July 8 to August 17, 1929.

Junior High School Organization and Administration, R. A. Burns.

Social Studies in the Junior High School, Tyler Kepner.

BUCKNELL UNIVERSITY, Lewisburg, Pa. July 1-August 9, 1929.

The Junior High School, Afl M. Weaver. The Teaching of Junior and Senior High School English, Bertha Gramm.

COLUMBIA UNIVERSITY, New York City. July 2-August 16, 1929.

Junior High School, L. V. Koos. Junior High School Teaching, M. N. Woodring.

Extra-Curricular Activities in Junior High Schools, E. K. Fretwell, M. C. Wagner, and E. C. Foster.

Teaching Literature in Junior High Schools, Ida A. Jewett.

The Social Studies in the Junior High School, Frances G. Sweeney.

Methods in the Social Studies in the Junior High School, Frances Sweeney.

SUMMER SCHOOL (1929) COURSES

5

Methods of Teaching Mathematics in the Junior High School, C. N. Shuster.

Teaching Algebra in Junior High Schools, William Betz.

Review of Junior High School Mathematics, 9. R. Congdon.

Physical Education in the Junior High School, F. G. Armstrong.

CORNELL UNIVERSITY, Ithaca, N. Y. July 6 to August 16, 1929.

The Curriculum of the Junior-Senior High School, W. S. Brooks.

The Junior High School, E. N. Ferriss.

HARVARD UNIVERSITY, Cambridge, Mass., July 9-August 17.

Secondary Education (Jr.-Sr.), Bancroft Beatley.

Teaching of English in Jr.-Sr. High, Charles Swain Thomas.

JOHNS HOPKINS UNIVERSITY, Baltimore, Md. July 1-August 9, 1929.

Principles of Music Education in the Senior and Junior High School, John Denues.

The Junior High School, J. A. Blackburn.

The Teaching of English in the Junior High School, A. M. Broening.

The Teaching of Mathematics in the Junior High School, H. F. Hart.

The Teaching of History and Civics in the Junior High School, Philip Dougherty.

The Teaching of Geography in the Junior High School, E. C. Walther.

Demonstration School: Junior High School Grades, J. A. Blackburn.

MASSACHUSETTS INSTITUTE OF TECHNOLOGY, Cambridge, Mass. July 1-30,

Methods of Teaching Junior High School Mathematics, W. F. Downey and Olive A. Kee.

Methods of Teaching General Science in Junior and Senior High Schools, J. R. Lunt.

NEW YORK UNIVERSITY, New York City. July 1-August 9, 1929.

The Junior High School, S. O. Rorem.

The Junior High School Curriculum, S. O. Rorem.

Principles and Methods of Teaching in the Junior and Senior High School, A. D. Whitman and S. O. Rorem.

The Teaching of French in the Junior and Senior High School, H. C. Olinger.

The Teaching of German in the Junior and Senior High School, Edvard Prokosch.

Student Activities and Creative High School Control, P. S. Miller and M. D. Proctor.

The Teaching of Latin in the Junior and Senior High School, R. H. Tanner.

The Teaching of Spanish in the Junior and Senior High School, R. E. Schulz.

The Teaching of Composition and Grammar in the Upper Elementary Grades and the Junior High School, H. R. Driggs.

Literature for the Junior and Senior High School, Walter Barnes.

The Content and Teaching of Junior High Mathematics, J. A. Drushel.

Problems of Teaching Social Studies in Junior High Schools, D. C. Knowlton.

Social Studies in the Curricula of Junior and Senior High Schools, D. C. Knowlton.

PENNSYLVANIA STATE COLLEGE, State College, Pa. July 1-August 9, 1929.

Junior High School English, Mabel E. Mullock.

Junior High School Mathematics, E. H. Worthington.

Geography in the Seventh and Eighth Grades or the Junior High School, Nannie L. Mitcheltree.

Junior High School History and Civics, A. H. Roorbach.

The Junior High School, C. O. Williams.

Music Methods—Junior and Senior High Schools, G. J. Abbott.

Physical Education Activities—Junior High School, Harry Dipold and Doris Kirk.

STATE NORMAL SCHOOLS OF NEW JERSEY, Ocean City, Glassboro, Newton, N. J. July 2-August 4, 1929. (Instructors not listed.)

Modern Educational Theory in Junior High School Teaching—Ocean City.

Teaching English in the Junior High School—Ocean City.

Teaching Mathematics in the Junior High School—Ocean City.

Teaching Social Studies in the Junior High School—Ocean City.

Teaching Geography in the Junior High School—Ocean City.

RUTGERS UNIVERSITY, New Brunswick, N. J. June 24-August 2, 1929.

Organization and Administration of the Junior High School, G. J. Borst.

Teaching of Music in the Junior High School, Mrs. Florence Shott.

SYRACUSE UNIVERSITY, Syracuse, N. Y. July 2-August 9, August 12-September 13, 1929.

Junior High School Methods, Miss Edna Andrews.

Junior High School, O. M. Clem.

UNIVERSITY OF MAINE, Orono, Maine. July 2-August 9, 1929.

Junior High School Administration, C. W. Holmes.

Junior High School Methods, C. W. Holmes.

Teaching of English in the Junior High School, E. E. Haskell.

The Mathematics of the Junior High School, N. R. Bryan.

UNIVERSITY OF PENNSYLVANIA, Philadelphia, Pa. July 1-August 10, 1929.

Aims and Functions of the Junior High School, F. L. Stetson.

Teaching of Civics in the Junior High School, Mrs. Augusta Sutton.

Guidance in the Public Schools, F. L. Stetson.

Physical Education for Junior High Schools, L. F. Zwart and Bertha Linaka.

THE JUNIOR HIGH CLEARING HOUSE

UNIVERSITY OF ROCHESTER, Rochester, N. Y. June 25-August 2, 1929.

Psychology of the Junior High School Pupil, Wm. Berry.

Junior High School Teaching Problems, Mary A. Sheehan.

Literature for the Junior High School Child, Nellie E. Bitz.

Junior High School Administration, G. E. Eddy.

Vocational Guidance in the Junior High School, Carrie M. Graham.

Supervision in the Junior High School, W. E. Hawley.

The Teaching of Social Studies in the Junior High School, W. G. Kimmel.

The Teaching of Mathematics in the Junior High School, H. C. Taylor.

The Teaching of English in the Junior High School, Mary C. Foley.

UNIVERSITY OF VIRGINIA, Charlottesville, Va. June 17-July 27, July 29-August 30, 1929.

The Junior High School, A. M. Jarman.

Physical Education—Junior High and High School, Ruth White.

Central States

NORTHWESTERN UNIVERSITY, Evanston, Ill. June 24-August 17, 1929.

The Junior High School, W. G. Brink.

Materials and Methods for Junior and Senior High Schools, J. W. Beattie.

OHIO UNIVERSITY, Athens, Ohio. June 17- August 16, 1929.

Educational Tests and Measurements—Elementary and Junior High School, A. B. Sias.

The Junior High School, A. B. Sias.

Student-Teaching in Junior High School, F. S. Salisbury and F. E. Harshman.

Advanced Student-Teaching in Elementary and Junior High Schools, F. S. Salisbury and Constance MacLeod.

Methods of Teaching English in the Junior and Senior High School, Edith Wray.

Teaching History in Junior and Senior High Schools, E. B. Smith.

Teaching Mathematics in the Junior High School, H. C. Pickett.

Music Methods for Junior and Senior High Schools, Melvia Danielson.

UNIVERSITY OF CHICAGO, Chicago, Ill. June 17-July 24, July 25-August 30, 1929.

Methods of Teaching in Junior and Senior High Schools, A. J. Brumbaugh and J. M. McCallister (both terms).

The Junior High School, N. B. Henry.

The Junior High School Curriculum, A. K. Loomis.

UNIVERSITY OF CINCINNATI, Cincinnati, Ohio. June 22-July 26, July 30-August 31, 1929.

Junior High School Administration, J. D. Stover.

The Junior High School, S. L. Eby.

Teaching of Junior High School Social Science, C. C. Sheek.

Special Teaching Problems of the Junior High School, J. T. Wahlquist.

The Junior High School, O. W. Renfrow.

Junior and Senior High School Curricula, W. L. Collins.

UNIVERSITY OF MICHIGAN, Ann Arbor, Mich. June 24-August 16, 1929.

The Junior High School, C. O. Davis.

The Teaching and Supervision of Mathematics in the Junior and Senior High School, Raleigh Schorling.

The Teaching of Science in the Junior and Senior High School, F. D. Curtis.

A Demonstration Class in Junior High School Science, F. D. Curtis.

Methods of Teaching Industrial Arts Subjects in the Junior High School, M. L. Byrn.

The Teaching of History and Other Social Studies in the Junior and Senior High School, O. W. Stephenson.

Problems in the Teaching of the Social Studies in the Junior and Senior High School, O. W. Stephenson.

Activities for Junior and Senior High School, Meldon E. Ratliff.

WESTERN RESERVE UNIVERSITY, Cleve- land, Ohio. June 24-August 2, 1929.

Vocational Guidance in Junior and Senior High Schools, E. R. Collier.

The Guidance of the Home-Room Period and Other Student Activities in Junior and Senior High Schools, E. R. Collier.

Southern States

ASHEVILLE NORMAL SCHOOL, Asheville, N. C. June 12-July 23, 1929.

Principles and Methods of Junior High School Teaching, H. C. Mardis.

The Teaching of Grammar in the Grammar Grades and the Junior High School, Eleanor Stratton.

American History for Grammar Grade and Junior High School Teachers, J. O. Van Hook.

The Teaching of Junior High School Mathematics, Theodore Lindquist.

Teaching Home Economics in Junior and Senior High Schools, Bessie J. Jeter.

BAYLOR UNIVERSITY, Waco, Texas. June 3-August 16, 1929.

The Junior High School.

EMORY UNIVERSITY, Atlanta, Ga. June 10- July 17, July 18-August 24, 1929.

The Teaching of English in the Junior High School, Edith Shepherd.

Literature for Junior and Senior High Schools, Edith Shepherd.

Methods in Social Sciences in Junior and Senior High Schools, E. E. Giltner.

TULANE UNIVERSITY OF LOUISIANA, New Orleans, La. June 17-July 27, 1929.

Junior High School Mathematics, Dora M. Forno.

THERE WILL BE A CLEARING HOUSE IV

UNIVERSITY OF ALABAMA, University, Ala., June 10-July 19, July 20-August 23.

The Junior High School, William Spencer.

UNIVERSITY OF GEORGIA, Athens, Ga. June 24-August 3-24, 1929.

The Junior High School, L. W. Keefer.

Western States

UNIVERSITY OF CALIFORNIA, Berkeley, Calif. July 1-August 10, 1929.

Junior High School Education, Will French. The Junior High School Curriculum, Will French.

UNIVERSITY OF DENVER, Denver, Colo. June 17-July 24, July 24-August 30, 1929.

Teacher Adjustment in the Elementary

Grades and Junior High School, Mrs. Blanche McFarland.

UNIVERSITY OF SOUTHERN CALIFORNIA, Los Angeles, Calif. June 17-August 9, July 1-August 9, 1929.

Junior High School Education, W. W. Brown, W. L. Emerson.

Curriculum and Methods in Music Appreciation (Junior and Senior High Schools), D C. Boyle.

Organization of Physical Education in Elementary Schools and Junior High Schools, N. P. Neilson.

UNIVERSITY OF WASHINGTON, Seattle, Wash. June 19-July 25, July 26-August 29, 1929.

Junior High School, A. J. Jones. Administration and Supervision of Junior High Schools, Worth McClure.

THE CLEARING HOUSE WILL STAY

Many of the readers of the Junior High Clearing House are already familiar with the story of its three appearances. It had its origin in 1920-21, as a project under the direction of the present editor, in collecting Junior High School data. This material was gathered primarily for teachers of the Junior High Schools of Sioux City, Iowa. Publication was suspended until 1923, when the administrative force of Sioux City, under the leadership of Superintendent M. G. Clark, accepted the responsibility of issuing the Journal for that year. At the end of this year the publication again was suspended. It was not until 1928 that a renewed interest was again shown, and it was decided to publish the Journal for one year. The present Editor-Manager assumed all responsibilities relating to editorial material as well as financial obligations.

At the beginning a definite policy was decided upon that the Journal should serve as a useful medium through which teachers and educational administrators could express their views and explain their practices. This policy has

been strictly followed throughout its three Volumes.

From its inception the management expressed a desire to abandon the project as soon as an interested group of educators agreed to carry on the work. This request was repeated each year. Throughout the years of its existence, the management adhered closely to the policy which was first adopted.

The present Editor is more than pleased to realize that his original plan of printing and circulating significant news from representative junior high schools has met with such hearty approval, and is very glad to have the project carried on under favorable auspices. The steady increase in circulation, and in the scope of the articles printed, together with the continued support of leaders in the field of Secondary Education, are sufficient indication of a distinct future contribution.

New Management

The continuance of this project has now been assured. The publication will be issued by four men of the Department of Secondary Education, New York University, of New York City. Dr. Philip W. L. Cox will act as Editor.

THE JUNIOR HIGH CLEARING HOUSE

He will be assisted by Dr. Arthur D. Whitman, in charge of reviews and abstracts; Dr. Forrest E. Long, in charge of contributed articles, and Dr. Paul S. Miller, as managing editor. These men are already so well known that comment on their qualifications would be superfluous.

The present editor will not sever his connections with the Clearing House, but by request of the new management, has accepted the invitation to serve as a member of the associate editorial board.

The editors invite articles which express viewpoints and explain practices in the field of Secondary Education. All such articles should be forwarded to the Managing Editor, whose address is: Junior-Senior High School Clearing House, School of Education, New York University, Washington Square East, New York City.

The following is a list of associate editors:

CHARLES FORREST ALLEN, Supervisor of Secondary Education, West

Side Junior High School, Little Rock, Arkansas.

RICHARD D. ALLEN, Assistant Superintendent of Schools, Providence, Rhode Island.

MARGARET ALLTUCKER, Assistant Director, Research Division, National Education Association, Washington, D. C.

THOMAS H. BRIGGS, Professor of Secondary Education, Teachers College, Columbia University, New York City.

W. H. BRISTOW, Assistant Director of Secondary Education, State Department of Education, Harrisburg, Pa.

L. H. BUGBEE, Superintendent of Schools, West Hartford, Conn.

ERNEST W. BUTTERFIELD, Commissioner of Education, Concord, New Hampshire.

JOHN R. CLARK, Lincoln School of Teachers College, Columbia University, New York City.

HOWARD R. DRIGGS, Professor of Education, School of Education, New York University.

SUBSCRIPTION BLANK

The Junior-Senior High School Clearing House,
School of Education, New York University,
Washington Square East, New York.

Gentlemen:

Please enter my subscription for one two year , to begin with the issue of September, 1929. I am enclosing my check for \$.....

NAME

STREET No.

CITY

STATE

Subscription price, three dollars per year; in lots of ten or more sent to one address, two dollars and fifty cents. Add fifty cents for foreign postage.

JACOB A. DRUSHEL, Professor of Education, School of Education, New York University.

ELBERT K. FRETWELL, Professor of Education, Teachers College, Columbia University, New York City.

CHARLES M. GILL, Professor of Education, School of Education, New York University.

JAMES M. GLASS, Rollins College, Winter Park, Florida.

W. A. HAWLEY, Principal Monroe Junior-Senior High School, Rochester, New York.

VINCENT JONES, Professor of Music Education, School of Education, New York University.

ROBERT A. KISSACK, Professor of Art Education, School of Education, New York University.

LEONARD V. KOOS, School of Education, University of Minnesota, Minneapolis, Minnesota.

PAUL S. LOMAX, Professor of Commercial Education, School of Education, New York University.

HUGHES MEARNS, Professor of Education, School of Education, New York University.

EDWIN MILLER, Director of Secondary Education, Detroit, Michigan.

JAY B. NASH, Professor of Physical Education, School of Education, New York University.

RALPH E. PICKETT, Professor of Vocational Education, School of Education, New York University.

CHARLES J. PIEPER, Assistant Professor of Education, School of Education, New York University.

WILLIAH M. PROCTOR, Professor of Education, Leland Stanford University, Palo Alto, California.

MORLO PRUNTY, Principal, High School, Tulsa, Oklahoma.

L. W. RADER, Supervisor of English, Board of Education, St. Louis, Mo.

JOSEPH ROEMER, University of Florida, Gainesville, Florida.

S. O. ROREM, Superintendent of Schools, Lebanon, Pennsylvania.

JOHN RUFI, University of Missouri, Columbia, Missouri.

H. H. RYAN, Principal University High School, University of Michigan, Ann Arbor, Michigan.

W. CARSON RYAN, Jr., Professor of Education, Swarthmore College, Swarthmore, Pennsylvania.

ARTHUR M. SEYBOLD, Principal Thomas Jefferson Junior High School, Cleveland, Ohio.

JOHN L. TILDSLEY, Board of Education New York City.

WILLIS L. UHL, Dean School of Education, University of Washington, Seattle, Washington.

HARRISON H. VAN COTT, Supervisor of Junior High Schools, New York State Department of Education, Albany, New York.

JOSEPH K. VAN DENBURG, Board of Education, 500 Park Avenue, New York City.

JOHN W. WITHERS, Dean, School of Education, New York University.

PROFESSIONAL BOOKS

SELECTED BY EDWIN VAN KEUREN, PRINCIPAL
HARDING JR. HIGH SCHOOL, Lebanon, Pa.

I. Administration and Supervision

Barr, A. S., and Burton, W. H.—“The Supervision of Instruction”—Appleton and Company, 1926.

Cook, W. A.—“High School Administration”—Warwick and York, 1926.

Cubberley, E. P.—“The Principal and His School”—Houghton Mifflin, Boston, 1923. \$2.40.

Wagner, C. A.—“Common Sense in School Supervision”—Bruce Publishing Company, Milwaukee, 1921.

II. Philosophy, Psychology, Sociology

James William—“Talks to Teachers”—Henry Holt and Company, New York, 1899.

Pechstein, L. J., and Megrogan, A. L.—“Psychology of the Junior High School Pupil”—Houghton Mifflin Company, Boston, 1924. \$2.00.

Pringle, R.—“Adolescence and High School Problems”—D. C. Heath and Company, New York, 1922.

Storck, Daniel—“Educational Psychology”—The Macmillan Company, New York, 1919.

Rugg, Harold—“American Life and the Reconstruction of the School”—In preparation—Harcourt, Brace & Co. Probable price \$2.50.

III. Secondary Methods and Principles

Chapman, J. C., and Counts, G. S.—“Principles of Education”—Houghton Mifflin Company, Boston, 1925. \$2.75.

Cubberley, E. P.—“An Introduction to the Study of Education”—Houghton Mifflin Company, Boston, 1925. \$2.00..

Dewey, John—“Human Nature and Conduct”—Henry Holt and Company, New York, 1922.

Kilpatrick, W. H.—“The Project Method”—Teachers’ College, New York, 1918.

Morrison, H. C.—“The Practice in Teaching in Secondary Schools”—University of Chicago Press, 1926. \$4.00.

Miller, H. L., and Hargreaves, R. L.—“The Self-Directed”—Charles Scribner’s Sons, New York, 1925.

Robbins, Charles T.—“The Socialized Recitation”—Allyn and Bacon, New York, 1920.

Stevenson, J. A.—“The Project Method of Teaching”—The Macmillan Company, New York, 1921.

Stormzand, M. J.—“The Progressive Methods of Teaching”—Houghton Mifflin Company, Boston, 1924. \$2.00.

Wilson, H. B., Kyte, G.C., and Diell, H. G.—“The Modern Methods in Teaching”—Silver Burdette and Company, New York, 1924.

IV. School Management and Discipline

Smith, W. R.—“Constructive School Discipline”—American Book Company, 1924. \$1.40.

Stableton, J. K.—“Your Problem and Mine”—Public School Publishing Company, Bloomington, Ill., 1925.

Coe, G. A.—“Law and Freedom in the School”—University of Chicago Press, 1926. \$1.75.

Drewery, Raymond G.—“Pupil Participation in High School Control”—In preparation—Harcourt, Brace and Co. Probable cost \$2.00.

V. Measurements and Tests

Brinkley, S. G.—“Values of New Type Examinations in the High School”—Teacher’s College, New York, 1924.

Ruch, G. M.—“The Improvement of the Written Examination”—Scott, Foresman and Company, New York, 1923. \$1.80.

Symonds, P. M.—“Measurement in Secondary Education”—The Macmillan Company, New York, 1927.

Terman, L. M.—“Intelligence Tests and School Organization”—World Book Company, Yonkers, New York, 1922.

Ryan, H. H., and Philipine, C.—“Ability Grouping in the Junior High School”—Harcourt, Brace and Co., New York, 1928. \$1.75.

VI. Study

Book, W. F.—“Learning How to Study and Work Effectively”—Ginn and Company, Boston, 1926.

Fenton, N.—“Self-Direction and Adjustment”—World Book Company, Yonkers, New York, 1924.

Miller, H. I.—“Directing Study: Educating for Mastery Through Creative Thinking”—Charles Scribner’s Sons, New York, 1922.

Monroe, W. S.—“Directed Learning in the High School”—Doubleday, Page and Company, New York, 1927.

VII. Miscellaneous

Collings, E.—“An Experiment With a Project Curriculum”—The Macmillan Company, New York, 1923.

Follett, N. P.—“Creative Experience”—Longmans, Green and Company, New York, 1924.

Johnson, F. W.—“The Problems of Boyhood—A Course in Ethics for Boys of High School Age”—University of Chicago Press, 1924.

Neuman, Henry—“Education for Moral Growth”—D. Appleton and Company, New York, 1922.

Reynolds, R. G.—“Newspaper Publicity for the Public Schools”—A. G. Scilor, New York, 1923.

Wilson, Martha—“School Library Management”—The N. W. Wilson Company, New York, 1924. (Rev. Ed.)

Books Pertaining Especially to Junior High

Bennett, G. V.—“The Junior High School”—Warwick and York, Baltimore, 1929.

Briggs, Thomas H.—“The Junior High School”—Houghton Mifflin Company, Boston, 1920. \$2.00.

Bruner, H.—“The Junior High School at Work”—Teachers College, New York, 1925.

Davis, C. O.—“Junior High School Education”—World Book Company, Yonkers, New York, 1924. \$2.20.

Glass, J. M.—“Curriculum Practice in Junior High School”—University of Chicago Press, 1926.

Hines, H. C.—“Junior High School Curricula”—The Macmillan Company, New York, 1924.

Johnston, C. H., Newlon, J. H., and Pickell, F. G.—“Junior High School Administration”—Charles Scribner’s Sons, New York, 1922.

Judd, C. H.—“Evolution of a Democratic School System”—Houghton Mifflin Company, Boston, 1919. \$1.20.

Koos, L. V.—“The Junior High School” (Enlarged Edition)—Ginn and Company, Boston, 1927. \$2.40.

Lyman, R. L., and Cox, P. W. L.—“Junior High School Practices”—Laidlaw Brothers, New York, 1925.

Smith, W. A.—“The Junior High School”—The Macmillan Company, New York, 1926.

Thomas-Tindal, Emma V., and Myers, Jessie D.—“Junior High School Life”—The Macmillan Company, New York, 1924.

Touton, F. C., and Struthers, A. B.—“Junior High School Procedure”—Ginn and Company, Boston, 1926. \$2.60.

Van Denburg, J. K.—“The Junior High School Idea”—Henry Holt and Company, New York, 1922.

Books for Special Subject Fields**Fine Arts**

Cox, G. J.—"Arts for Amateurs and Students"—Doubleday, Page and Company, Garden City, New York, 1926.

Goldstein, H. and V.—"Arts in Everyday Life"—The Macmillan Company, New York, 1925.
English

Cohen, Helen L.—"The Junior Play Book"—Harcourt, Brace and Company, New York, 1923. \$1.48.

Hawley, Hattie L.—"Teaching English in Junior High Schools"—Houghton Mifflin Company, Boston, 1924.

Huber, M. B., Bruner, H. B., and Cury, C. M.—"Children's Interests in Poetry"—Rand McNally Company, Chicago, 1926.

Klapper, P.—"The Teaching of English"—D. A. Appleton and Company, New York, 1926.

Mearns, Hughes—"Creative Youth"—Doubleday, Page and Company, Garden City, New York, 1923.

Stroh, Margaret—"Literature for Grades Seven, Eight, and Nine"—Bureau of Publications, Teachers College, New York, 1926.

Webster and Smith—"Teaching English in the Junior High School"—World Book Company, Yonkers, New York, 1927.

Science

Caldwell, O. W., and Slosson, E. E.—"Science Remaking the World"—Doubleday, Page and Company, Garden City, New York, 1925.

Curtis, F. D.—"Investigations in the Teaching of Science"—P. Blakiston's Son and Company, Philadelphia, 1926.

Downing, E. R.—"Teaching Science in the Schools"—University of Chicago Press, 1925. \$2.00.

Harrew, Benjamin—"From Newton to Einstein"—Van Nstrand Company, New York, 1920.

Social Studies

Almack, J. C.—"Education for Citizenship"—Houghton Mifflin Company, Boston, 1924. \$2.00.

Hatch, R. W.—"Training in Citizenship"—Scribner's Sons, New York, 1926.

National Society for the Study of Education, 22nd Yearbook, Part II—"The Social Studies"—Public School Publishing Company, Bloomington, Illinois, 1923.

Rugg, H. O., and others—"Social Studies Pamphlets for Grades 7, 8, 9." (four pamphlets for each grade.)—Lincoln School, Teachers College, New York.

Tryon, R. M.—"The Teaching of History in Junior and Senior High School"—Ginn and Company, New York, 1921.

Mathematics

Barber, H. C.—"Teaching Junior High School Mathematics"—Houghton Mifflin Company, Boston, 1924. \$1.20.

National Council of Mathematics Teachers 1st and 2nd Yearbooks—Bureau of Publications, Teachers College, New York, 1926-1927.

Schorling, Raleigh—"A Tentative List of Objectives in the Teaching of Junior High School Mathematics with Investigations of Their Validity"—George Wahr, Ann Arbor, Michigan, 1924.

Smith, D. E., and Reeve, W. D.—"The Teaching of Junior High School Mathematics"—Ginn and Company, New York, 1927. \$2.00.

Smith, D. E., and Reeve, W. D.—"Exercises and Tests in Junior High School Mathematics" (3 vols.)—Ginn and Company, N. Y., 1927. Vol I, \$.48. Vol. II in press. Vol. III in press.

Commercial Education—Bookkeeping

McMurray, Karl F.—"Manual for Teachers of Bookkeeping"—Ginn and Company, New York, 1923.

Commercial Education

Jones, C. T.—"Teaching Business Subjects in Secondary Schools"—Ronald Press Company, New York, 1924.

Commercial Education—Accounting

Saliers, E. A.—"Accountant's Handbook"—Ronald Press Company, New York, 1923.

Typewriting

Book, Dr. W. F.—"Psychology of Skill, with Special Reference to Its Acquisition in Typewriting"—Gregg Publishing Company, New York, 1925.

Music: Appreciation

Dickinson, Edward—"The Education of a Music Lover"—Charles Scribner's Sons, New York, 1925.

Scholes, Percy A.—"The Appreciation of Music"—Oxford University Press, American Branch, New York, 1926.

History of Music

Mason, Daniel G.—"From Song to Symphony"—Oliver Ditson Company, Boston, 1924.

Music—Music Education**Public School Music**

Davidson, Archibald T.—"Music Education in America"—Harper Brothers, New York, 1926.

Latin—Professional

Game, J. B.—"Teaching High School Latin"—University of Chicago Press, 1925. \$2.00.

Classical Background

Bailey, Cyril—"The Legacy of Rome"—Oxford University Press, New York, 1923.

Vocational Guidance

Edgerton, A. H.—"Vocational Guidance and Counseling"—The Macmillan Company, New York, 1926.

Fryer, Douglas—"Vocational Self-Guidance"—J. P. Lippincott Co., Philadelphia, 1929.

Hatcher, O. Latham—"Occupations for Women"—Southern Women's Educational Alliance, Richmond, Va., 1927.

Payne, A. H.—"Organization of Vocational Guidance"—McGraw-Hill Book Company, New York, 1925.

Reed, A. Y.—"Junior Wage-Earners"—The Macmillan Company, New York, 1920.

Manual Training—General

Benser, F. G., and Nossman, L. C.—"Industrial Arts for Elementary Schools"—The Macmillan Company, New York, 1927.

Roberts, W. E.—"Manual Arts in Junior High Schools"—United States Bureau of Education, Bulletin No. 11, 1924.

Manual Training—Woodwork and Related Subjects

Solar, F. L.—"Hand Craft Projects"—Bruce Publishing Company, New York, 1926.

THE JUNIOR HIGH CLEARING HOUSE

Home Economics

Hanna, Agnes K.—"Home Economics in Elementary and Secondary Schools"—M. Barrows and Company, Boston, 1924.

Extra-Curricular Activities and the Adviser of Girls

Coe, G. A.—"What Ails Our Youth?"—Charles Scribner's Sons, New York, 1924.

Cox, P. W. L.—"Creative School Control"—J. B. Lippincott Company, Philadelphia, 1927.

Foster, Charles R.—"Extra-Curricular Activities in the High School"—Johnson Publishing Company, Richmond, 1925.

Gibson, Jessie E.—"On Being a Girl"—The Macmillan Company, New York, 1927.

McKown, H. C.—"Extra-Curricular Activities"—The Macmillan Company, New York, 1927.

Meyer, H. D.—"A Handbook of Extra-Curricular Activities in the High School"—A. S. Barnes and Company, Philadelphia, 1926.

National Society for the Study of Education. 25th Yearbook, Part II—The Public School Publishing Company, Bloomington, Illinois, 1926.

Roemer, J. and Allen, C. F.—"Extra-Curricular Activities, Organization and Administra-

tion"—D. C. Heath and Company, New York, 1926.

Thomas-Tindal, E. V., and Meyers, J. DuV.—"Junior High School Life"—The Macmillan Company, New York, 1924.

Van Water, Miriam—"Youth in Conflict"—Republic Publishing Company, New York, 1925. Thrasher, F. M.—"The Gang"—University of Chicago Press, 1927. \$3.00.

Health

O'Shea, N. V.—"The Child: His Nature and His Needs"—The Children's Foundation, New York, 1925.

O'Shea, N. V., and Kellogg, J. H.—"Health and Efficiency"—The Macmillan Company, New York, 1925.

Physical Education

Pearl, N. H., and Drown, H. E.—"Health by Stunts"—The Macmillan Company, New York, 1925.

Wayman, Agnes R.—"Education Through Physical Education (For Girls and Women)"—Lea and Febiger, New York, 1925.

Williams, Jesse F.—"The Principles of Physical Education"—W. B. Saunders Company, Philadelphia, 1927.

THE JUNIOR HIGH SCHOOL TODAY

S. O. ROREM, LEBANON, PA., EDITOR JUNIOR HIGH CLEARING HOUSE

The Emphasis. Whether the Junior High School deserves all or only part of the credit, the change in public school procedure is following the lead of philosophical educators—those who have more interest in children than in the perpetuation of previously announced theories. The revolt came happily at the point where it was most needed—at the age of adolescence—but principals of senior high schools and elementary schools are realizing that the friendly, vital, sharing methods of the junior high school are worth perpetuating if begun, and are worth beginning earlier if at all. The turn is toward pupil awakening and development and away from conformity and impersonal relationships. The duty of the teacher is no longer to discover whether a pupil temporarily holds in mind a stated set of facts, but to establish means and devices whereby those facts can remain most vitally influential over the longest period of time. Out of their personal introspection and

self-analysis, teachers have had to conclude that only vital experience remains with or without effort. (By vital they mean "intense, pleasant, intelligible, functional," etc.) Therefore, all matters which are important enough to be worth making a permanent part of a child's equipment are made real experience to the greatest possible degree. Present lack of learning situations, present unsuitable room equipment, present inability of teachers to translate worthy knowledge into experience, are the enemies of progress in service to those who must run America tomorrow. Still, the turn of teacher minds is in the direction of pupil service, weak though it may be, and slight though it may be in proportion to the habitual processes which remain to plague the teacher and pupil.

Home Rooms. The home room still is in search of "something worth doing". The activity ranges in practice from teacher tyranny to pupil indulgence at extreme ends, but with much

splendid pupil activity and teacher-direction between those extremes. The teacher-factor is more vital than ever, and the pupil response is probably more general and better received than it was ten years ago. The home room, in fact the whole school, is changing from so-called "prison tactics" into co-operative procedure. The problems of the home rooms, the management of the school, the procedures of the class hour, the content of the curriculum, all are being freely discussed by pupils at home-room hour and elsewhere at their option. The mystery and bluff of the old-fashioned school dominance is being replaced by an honest attack upon teacher monarchy and pupil juvenility by all members of the school establishment. In such schools pupils are constantly aware of the means used in dealing with them, and of the real motives behind the planning of requirements in various courses. In fact, this demand for open-dealing is carrying the home-room spirit of discussion into classrooms. There subject-matter may be scrutinized and honestly challenged without fear of retaliation. The home-room had been characterized for some years as the only time and place where a pupil may express an idea of his own.

Clubs. The activity period, in which pupils may take part in standard, useful or leisure-skill pursuits, constitutes a problem which teachers are solving too closely to bestow credit upon professionally trained directors of young people. In the region of Knowns, such as Orchestra, Debating, Glee Clubs, etc., the procedure is simple and perhaps as formal as ever. But in the region of Aviation, Electricity, Radio, Reading, Soap Sculpture, Poetry, who has been trained to "teach" these activities? Nevertheless, some teachers in charge have laid out prescribed procedures in

a field they do not know, and have expected inspiration and interest to arise from shackled people. If no other good comes from clubs than to show that many a teacher-adult **has not known how to bring forth pupil activity**, they have been worth introducing. The helplessness of teachers and pupils under the formal class-room relationship (when compared with their power under real conditions) is the pathetic scene of our educational drama.

Out of wasted hours, frittering nothings, childish titterings, will soon come common interest, common planning, and common activity. The best results are possible only when the teacher does not know enough about the activity to usurp the limelight and when some pupils already have interest enough to be of constructive assistance in helping the teacher when needed. The greatest contribution to the pupil is not the information gained; rather, the practice in organizing a group to a useful purpose, and to get the learning attitude from the teacher who "**really cares to know some more**". Clubs grant to the pupils the right to test and perfect their natural interests, to discover whether the activity contains vocational or avocational interest. Many a young man who intended to be a fine lawyer has made a good living because he learned to play a bass viol in the high school orchestra. And many congressmen can find in their public speaking training nothing except the "**Friday rhetoricals**" or the debating society. The new intra-curricular interests in fine and practical arts and others are just as vital to some individuals as were other unexpected contributions by extra-curricular activities of the past. Clubs present the pupil's oasis in the school desert, out of which the oozing waters threaten to reclaim

the sand strewn areas; they represent a pupil's chance to do something that is "really worth while". In exchange, the pupil is usually willing to submit to the routine class work with better grace, being granted one boon of his own liking.

The contrary of the expected result is being revealed. Instead of softening the school rigor and weakening the pupil zeal, club activity is stirring pupils to new endeavor in many fields without concern about the clock. "We don't have time enough for our aviation club," said one boy seriously. "We have one and one-half hours; we ought to have at least two hours at the time." The effect of clubs upon the real teacher is as electrifying as upon the pupils. School discipline is usually a thing of the past within one year after the pupils find the administration pulling in their favor to the extent of making clubs intra-curricular.

Classroom Procedure. The room procedure is much different from that of ten years ago. Some teachers have changed in order to gain a specific result, while other teachers have changed because "that's the way it's being done now."

Nevertheless, the pupil is in evidence as a performer, a maker, a projector. He is sometimes doing what he is compelled to do, sometimes what he has chosen to do, and sometimes he is concerned with fulfilling "his contract" as required within a certain week, month, or year. The pupil is being given elementary practice in investigation, research, and judgment. He is pursuing a definite line of study as outlined, to supply a prescribed quantity of knowledge for a specific personal gain. He is being invited to "say what he thinks" about the books, about the outlines, about the procedures, about the re-

sults. He is being asked to add information or suggestions to the daily work of the class whenever he thinks he can aid. He is asked to deny approval so long as he cannot see the value or propriety of certain class routines. The emphasis of the class hour is changing from a demand for inferiority to implicit honesty between teacher and pupil; from teacher austerity to co-operation; and from the presentation of inane, artificial values to the consideration of vital, clarified realities.

The order of line march the "turn, rise, pass" mass movement, the rawhide whip, the home study assignment, the stationary desk-seat, the immutable daily schedule, the infallible course outline, the "memory gem" drills; in fact, nearly all chain-gang procedures are vanishing before an interest in boys and girls, per se. Nothing that is good is too readily cast aside because of age, and nothing that is not good is too readily accepted because of its infancy. Teachers are using as never before in such great numbers, the training, experience, and judgment with which they are equipped as members of the profession. The time is rapidly passing when a capable teacher need cower like an infant, **guessing and missing the way** of standing most favorably in the eyes of the administration, regardless of personal conviction or specific knowledge of classroom conditions.

The classroom is changing from learning and reciting to inquiry and discussion. It is gradually changing from a preceptor's **drill and grill room** to a place for directed-work under the guidance of a leader, formerly called the "school master."

Character Training. The ultimate quality of the individual pupil is becoming more definitely a part of the school responsibility than before. The

informational, logical, and mental training are not neglected, but schools are assuming that the **whole** pupil is important. As the sentimental attitude of teachers toward development of character changes to real and functional service, the pupils are being urged to realize the power and strength of such homely virtues as Honesty, Truthfulness, Kindness, Thoughtfulness, Responsibility. Qualities which once were taught as religious virtues, applicable mainly to church relationships, are now taught as "living qualities" of children in relation to each other. Case studies are offered by the score, presenting difficult situations in which children sometimes judge erroneously. These cases give the pupils a chance to discuss and decide the proper solution in the light of their home and church background. They give practice in applying the pupil's moral teaching and experience to the hypothetical or actual school case before such cases arise in their individual careers. Character quality is gradually being considered worthy of the plan which shall make it a school **product** rather than a by-product.

Guidance. When guidance ceases to include character development, it becomes unworthy of a place in a school system. But it is more than that. It ranges all the way from a classroom subject course called "Guidance" to the primary object for having an organized school system. The minimum object of Guidance is the establishment of a teacher-pupil contact wherein the pupil's attention may be turned toward his individual progress: social, moral, mental, educational, vocational, personal. The newly published books which serve in this capacity are making simpler the approach of the teacher and pupil to each other. However, the im-

portant feature is this personal contact. It occurs in many forms; some of the following are used as the single device in some school systems, while nearly all of them are used by some aggressive organizations: The guidance class, the routine pupil-conference, the emergency pupil conference, the home room discussions, the assembly lectures, the classroom teacher's direction, the boy's dean, the girl's dean, the organization in general.

Guidance includes every phase of pupil development, advancement, and direction. It is the primary function of the school as represented by the word "education." The informational class work is considered no less important than it ever was, and the day may never come on which informational advancement will not be the immediate object of the school activity. But the year has long since passed when Mathematics, English, History, and Science or Foreign Language should constitute the whole contribution of the school. By strenuous wedging processes, school people have succeeded in finding a place in the school day for "non-prepared" activities including one-twenty-fifth to one-third of the number of class hours in each week. Probably, most aggressive schools have retained these four subject units in some form but have added a fifth or sixth period daily to include time for pupil reaction, reflection, and expression.

Manual Training, Domestic Arts, Music, Fine Arts, Physical Training, are gradually being made compulsory units; as are Guidance, Clubs, Assemblies, Conferences, Home Room Organization, General Participation. However, the idea of **compulsion** loses its sting because of the intellectual freedom and personal response granted to pupils individually within the group.

All of these are Guidance in the broad sense, whenever the object of the activity is to help the boy or girl.

Home Study. Compulsory or assigned home study is passing. The logic of the child's mental training, as revealed in the personal childhood experience of present teachers, militates against it. Junior High Schools are gradually adopting the classroom work-period of approximately sixty minutes without a formal reciting period within it. The period of explanation and assignment of new work may occur at any convenient time within the work period, depending upon the general progress of the group. The discussion or review of work completed may take place whenever the need arises for an individual, for a group, or for the whole class. When the work period is too brief or the pupil is too slow, home work is a natural sequence in dealing with "unfinished work."

The practical viewpoint of in-school work is that the proper place to do important work is in the classroom, where all school equipment is at hand, where the work spirit prevails, and where pupils may be of co-operative assistance to each other. A second feature is that the salaried instructor is the **proper person to have present** while pupils are struggling with difficulties. The reverse has sometimes been the practice; the teacher has assigned the "puzzles" for pupils to solve at home, using the class recitation as a time to check the number of pupils who had brought back correct answers on their papers. By beginning or completing all new work at the school room, the teacher can be more certain that the work is the pupil's own (assuming that this is desirable). Assigned home work as a separate piece of work is being replaced gradually by the voluntary activity of

pupils in their club interests, manual activities, creative effort, music, art, and literature, to which the public school has intentionally tried to introduce them.

Testing and Measuring Progress. The intangible idea of progress is too elusive to be accurately measured by reaction-speed standard tests or by the numerical grades estimated by the teacher. Even the comprehensive objective checking test may measure retentiveness rather than progress. For that reason, all three are made a part of the modern attempt to measure pupils. But "attitude" is probably the most intangible and the most vital point in the progress of a pupil, whether a mark appears or not. Teachers are shifting from the worship of "100%" as an indicative grade to the personal qualities of "frankness," "interest," "persistence," "thoroughness," "courtesy," and "spirit". They are asking for abolition of the so-called "examinations," replacing them by reviews or tests held at the option of the instructor upon completion of a natural unit of work. The pupil who **completes his assigned work** under the direction of the teacher is obviously ready for the next step in advance, whether tested formally or not. The object of checking progress is to note whether progress has been made; automobile drivers do not call a mechanic to inform them whether their car has been travelling; they call him only when the car refuses to travel. Many a driver of a racing car might lose his license if it depended upon his ability to spell legibly the word "carburetor" or to compute the cubical area of his pistons, or to remember the millimetric diameter of the driving shaft. **Doing** the work well and properly under individual daily inspection of the teacher is an exact measure of class

room progress. That policy is gradually releasing teachers' and pupils' energy for essentials of their own needed contacts, instead of using weeks of their time in memorizing sentences, isolated facts, or definitions to be ready for the day on which language-retention is measured.

Summary. While the foregoing discussion considers points of more recent emphasis, not one of them belongs exclusively to the junior high school years. No phase of the new viewpoint is so foreign to general principles that it would not serve pupils from grade

One to grade Twelve. The whole turn of educational procedure has begun to reveal introspection on the part of teachers and administrators, rather than a formal perpetuation of the methods used twenty years ago. The Junior High School (as well as grades below and above) is accepting the child as the one who is to be educated; it is trying to answer wisely and fairly this question: "How can adolescent boys and girls be most rapidly developed in the establishment of life's best qualities?"

THE DEAN OF GIRLS AND PROBLEM CASES

ISABEL K. ENDSLOW, DEAN OF GIRLS, LOWER MERION JUNIOR HIGH SCHOOL, ARDMORE PA.

Probably the most significant fact about problem cases is that they do not spring up suddenly—a product of a few minutes or a few hours growth, but that they are rooted very deeply in environmental conditions and past experiences. The girl from the very minute in which she first looks upon this world with all of its perplexities and all of its temptations, as well as all of its pleasures and beautiful things, experiences reactions because of her environment, which eventually make their impression upon her character. It is very important, therefore, in behalf of the future citizenship of this country and its well-being, that the child's home life and community life be of the highest possible grade or, since this may be too difficult a problem to solve, that the school should assume as many as possible of the responsibilities of the home.

The school, in undertaking this momentous task of moulding the lives and characters of our boys and girls, and of directing the formation of their habits and ideals, has assumed an obligation with magnitude of which the

layman is barely cognizant.

The Junior High School, particularly, meets the boys and girls when they are entering upon a new period in their growth. They are living in an age of change from childhood to manhood and womanhood, an age of beginnings, not only in their sex life, but also in their mental attitudes and their social life. A mighty force within them is stirring them from the innermost depths of their being. They are being torn between strange and conflicting emotions, the only outlet of which may be found in action—action which, because of their instability, must be tactfully directed by the experience of an adult. For it is because of this unrest, combined with environmental conditions that problem cases are apt to appear.

The field of the Junior High School is, therefore, an important one. It is important because it must be able to meet the youth of today as adolescents and to fulfill its obligations to them. But it is more important because it must provide the means, through activities and experiences, by which its young

citizens may be better prepared to assume the obligations of manhood and woman hood. The dean of girls may play an important role in helping the young citizens of this Junior High School gradually and successfully to emerge as worthy members of society.

In the first place she may pick out serious case problems and try to solve them singly; and secondly, she may attempt to prevent problems from arising in the school by stimulating and creating a wholesome outlook on life through activity and by keeping in close touch with the girls as individuals and winning their confidence.

Case problems, in most instances, are administrative and should be handled as such. They are, on the whole, purely incidental to the life and experience of every dean and principal, and in their solution the dean should have complete authority to work, to arbitrate, to advise, and to discipline. Co-operation and complete harmony, therefore, between the dean and principal is the first requisite to success for either of them in this respect. The ultimate and satisfactory solution of case problems is a long and continued process. There is no patent medicine or "cure all" by which those who have been accustomed to erring may be lead (or lead themselves) back to a normal life in a few days, or weeks, or even months. Their point of view must first be changed, they must learn to see the advantage in being normal individuals and to want to be such of their own free choice, and then they will have to break down, perhaps by sheer will power, the habits of probably several years and replace them with more desirable ones. The dean's chief interest lies, therefore, not solely in the ultimate cure of problem cases, but in the prevention of their spreading.

As examples of case problems, let us select three type cases: stealing, the use of obscene stories and foul conversation, and the case of a girl's relation with men.

Stealing is a very difficult problem, not only to detect, but also to prevent. It is usually caused by social competition, unless the child be a kleptomaniac. The dean may help by making it possible for the girl to obtain through legitimate means the things she covets, by a private interview with her mother, as well as with the girl herself, to get a picture of the girl's home life and problems, and the assignment of a dependable "big sister" from the Girls' Council who may help her to find herself and to win back her self respect.

Obscene stories, the use of foul language and vulgar conversation, seem to be the outgrowth of an adolescent curiosity in regard to the mystery of sex, together with more or less unguarded environmental conditions. The dean may be able to eliminate it to a certain extent by removing the mystery to the girl in regard to sex, and by giving her a clear picture of the extent of its obscenity. Repeated interviews may be necessary. She may further attempt to solve it by communication with the parent, and by putting the boy or girl on probation when the case warrants it.

The third case cited was that of the girl in her relations with men. Let us describe her as a fully developed girl of fifteen, sexually abnormal, extremely emotional, obstinate and lazy. Home supervision is poor because of mother's health—epileptic bordering insanity—and father's business and other interests which keep him out at night very frequently. The girl meets men clandestinely and becomes involved with a married man twenty-six years of age. The father becomes desperate and se-

cretly appeals to the school for help. The girl, in interviews with the dean, not knowing that the dean knows the facts, confides everything and analyzes the case sensibly, makes fine resolutions, but is weak-willed, so frequently breaks them. Although she drops the married man almost entirely, she does not completely find herself, and eventually fails in school work and is advised by the principal to find work in the Wanamaker Institute. After working for a year with them, she changes her attitude, appeals to the school to be taken back, and in due time, makes good.

It is essential in a case of this sort that the dean be able to listen to any statement in a helpful frame of mind, that she never permit herself to show any sign of surprise or "shock" at any disclosure which may be made, and that she be willing to give the girl another chance, not to condemn her, to encourage and to inspire her to nobler action and to give her all of the picture from an adult's point of view in order that she may see wherein her folly lies. The process is long and tedious, but is worth an attempt to help on the part of the dean.

The main function of the dean, however, is not that of administering problems, as such, but in advancing creative and preventive forces in the school in order that fewer problem cases may develop. The vast majority of students are right-minded boys and girls in whom problems exist only as potential possibilities. And so, it is the Dean's duty to meet the needs of the girls of the school so well, and to arouse their interest in wholesome activity so thoroughly that problem cases may be reduced to a minimum, or entirely fore stalled. To this end she should see that there are athletics of all types for

girls to provide an outlet for their physical energies, various kinds of clubs to cultivate hobbies, dramatics and musical activities to broaden their aesthetic sense, good dancing and other forms of social entertainment to give her poise, and a wholesome contact with boys, excursions, hikes, plays, parties, literary, and oratorical contests to provide a wide range of satisfying experiences which may contribute situations which make for the building of character; and she should see that all of these activities be considered as definite a part of the school's educational program as the so-called "subjects" of the curriculum. For these activities furnish the boys and girls with an opportunity for practice in the give and take of human relations under a greater variety of situations than the resources of the classroom or the individual home permit. They furnish models of decent relations and conduct between sexes, and they help the boys and girls to discover significant traits of human nature—including their own.

It should be the aim, therefore, of the dean, in sponsoring these various activities to fill the girl's day so completely with attractive things to do, both within and without the classroom, that she may have neither the time nor the inclination to attempt any of those experiences which may eventually brand her as a problem case. It should further be the aim of the dean to stimulate so thoroughly the girl's interest in her school life and its pursuits that a strong desire, or will to succeed, may be her guiding principle.

The dean's first step in the execution of a program such as this should be the organization of a girl's league, a complete unit of all the girls of the school, and through the Council of the League and its standing committees she should

lead the girls to conduct their own activities, and to create an earnest enthusiasm in them. For example, there might be a health committee to devise ways and means for the improvement of the girls' health, a committee on school relations to arrange for and supervise parties for girls and anything pertaining to the social activities of the school, a service committee consisting of several dependable and socially minded girls who could assist the dean in detecting and following up certain individual cases and personality adjustments, and among others a color contest committee, chiefly athletic in type, which would be responsible for a contest between the girls.

The latter project may represent a rivalry between two groups in the league for the highest number of points which may be won for successful work in inter-school hockey, basketball, archery, tennis, track events, and various managements and other official capacities. The final outcome of the contest may be a fine dramatization of the bigness of the contest and the awarding of distinguished honors to the winning team.

The dean's aim, in promoting the work of these committees and groups, should be the emotionalizing of those forces which make for the building of the girls' moral standards through actual experiences, and the creating of attitudes and ideals which should become a part of the girl herself.

The dean, however, should not devote all of her time to the girl "en masse" but, after she has made favorable contacts with girls in groups and has learned to know them, at least fairly well, should try to assist individuals with their particular difficulties, some of which may be even termed cases. And, in many of these instances, one,

two, and even three interviews may not be sufficient to reach a solution, but they may extend over a rather long period of time, with a brief interview now and then, as well as a bit of friendly interest and encouragement given as often as possible. For girls' big problems, in most instances, are in themselves really trivial. Yet the girls need to talk them over with someone, and frequently an "outsider" is more easily spoken to than a parent or relative. For this reason the dean should be a good listener and should create a feeling among girls that her office door is always open to them and that they may always be sure that there is someone to whom they may go whenever they are puzzled, even though their difficulty be ever so slight. In order to create this feeling and to know the girls more intimately she may invite them in small groups to tea in her office and use other such devices through which they may come to consider her as an intimate and trusted friend. And so, it is hoped, that the dean in her capacity as a motherly and sisterly confidante may do much with individual girls to prevent them from ever becoming problem cases.

However, we are dealing with human life and human individuals who have lived for from twelve to sixteen years of their lives under conditions and environments which are not always conducive to the finest human tendencies. Therefore, it would be folly to believe that all problem cases may be eliminated. And so the dean must be prepared to meet them as calmly and tactfully as possible. As dean she should be worthy of the girls' confidence, not narrow nor easily shocked. She should be farsighted, seeing the ultimate good in things and not hampered by pettiness. She should be optimistic, altruistic, and

hopeful, and convinced of the joys of being a dean. Her office should always be cozy and inviting to her callers, very quiet and restful. And, to win the girls' confidence, her responsibility for discipline, except in rare cases, should be very slight, and whenever this responsibility does occur she should lead the girl as far as possible to sentence herself to her own punishment.

The dean should earnestly strive to be a mother and big sister in one, and her most important duty should be that of helping the girl to keep her peace of mind. She should always be ready and willing to listen to the girl's problems and to help solve them. She should know her girls, study them and their interests, and should use every possible device to guard against marked cases of superiority and inferiority complexes and to help to make satisfactory personality adjustments.

In her campaign to eliminate as far as possible the problem cases of the school she should analyze the school, not only in its extra-curricular activities, but in its educational policies as well. She should gain a definite knowledge of all of the courses given in the school curriculum by means of the syll-

abi and perhaps class visitation in order that she may have a complete picture of the girls' life at school. She should be well informed particularly in regard to the courses in physical education, a general science, and home economics, since they bear a definite responsibility toward the girl's health and physical well-being.

And, finally, in summing up, the chief function of the dean is to prevent problem cases from becoming such, to meet the needs of adolescent girlhood so completely that problems do not arise, to sense the "weak spots" and to remedy them, to make wholesome life so interesting and so attractive that otherwise "potential problem cases" may be "shunted", to create and to supervise sufficient activity to satisfy the restless urge of adolescence which calls for "something to do" and plenty of "pep" all of the time. To create worthy ideals and to build favorable attitudes toward a sane and wholesome life through practice in activity, rarely by precept, to provide for the girls' physical health, her social attitudes, her moral standards, and her peace of mind by means of carefully supervised activities and a close contact with girls as individuals.

AN ATHLETIC PROGRAM FOR THE JUNIOR HIGH

CHARLOTTE A. HUBBARD AND MARY E. O'CONNOR, OF BASSETT JUNIOR HIGH, NEW HAVEN, CONN.

There are certain characteristics of the adolescent which athletics, more than any other school activity, tends to meet. The adolescent likes to form clubs; the "gang" spirit is strong; by the organization of an athletic association (in which the pupils are given a chance to work out their own problems, with suggestions when necessary from the teacher adviser), through school and room teams, this spirit is utilized. The larger the number of teams, the

less will be the amount of lawlessness that comes from undirected gangs.

Another trait of this period is the hero worship tendency, especially directed toward one who succeeds through personal activity. School athletics allows boys and girls, under direction, to set up worthy ideals, either within or without the school. It will also give an individual a chance to gain recognition and popularity, and thus attain the power that comes from a sense of

achievement.

A tendency in the past has been to think more of boys than girls when considering athletics. It is comparatively recent for girls to take part actively in the athletic program. However, today the girls' program, growing out of a physical education program, includes activities suitable for every girl in the school. It gives especial care to those who are not physically strong, encouraging them to take part in those activities of which they are capable, with particular attention to out-door games.

There must be a trained leader to develop this program, and instill right principles of play and sportsmanship. This leader if a good leader, will incorporate indirectly those things which she desires, and still make the pupils feel that they have made the program and are responsible for its further development, or for its success or failure. The leader, familiar with the problems of the adolescent, must be able to advise as well as organize and direct.

Since we find athletics specially fitted to meet the needs of the Junior High School pupil, we should consider the aims which the school should have in presenting a program. The dictionary defines athletics as games and sports requiring agility and strength. An aim for such a program should be to aid the pupil to attain a better physical development, suggesting to him a way in which he may correct any defects of posture, etc. It should aid in the formation of better health habits, which shall carry over with the hope of becoming life habits. It should be an aim of all games to develop a spirit of fair play, instilling ideals of physical and moral courage. This involves an observance of the spirit rather than the letter of the rules,—an unwillingness to accept un-

earned points or scores; a refusal to resort to unfair tactics; an ability to accept either victory or defeat gracefully; an acceptance of the official's decision without complaint or protest. Team play should aim to develop a willingness to endure the ordeal of training for the good of the school without thought of personal reward, to sacrifice ones self for the good of the team, to think it unworthy to misrepresent the eligibility of players. The school should aim to develop through its athletic program standards of self-control, emphasizing restraint from unsportsmanlike conduct, and from the use of vulgarity and profanity during the progress of the game. The boy or girl who acts as referee in a game should be led to exercise self-control and poise in his decisions, while the player has an equal opportunity through obedience to the decisions.

Furthermore, in order to attain the greatest positive result from such a program, it should be planned so as to allow as many pupils as possible to be active participants, and it should offer as many opportunities as possible for pupil direction. To this end the following program has been planned in the Bassett Street Junior High School of New Haven:

1. Physical education program, 2 hours weekly
2. Intra-mural games
3. Competitive, or extra-mural games.

Physical Education Program:

Each pupil in the school, unless physically unable, is allowed two hours each week in the school gymnasium. In this period care and guidance is given with regard to eyes, hair, teeth, and personal hygiene. Every child is weighed and measured, and proper corrective work suggested for both over-weight

and under-weight pupils. The co-operation of the school authorities, through the school nurse and school physician, and of the parents is also secured. Corrective exercises in gymnastics are given to pupils having posture defects. In addition, a general program of gymnastics is planned to fit the needs of the normal pupil, with consideration for the age and physical growth and development of the pupil. In this program, gymnastic games play a very large part, and whenever the weather permits, the class activities are carried on outdoors. Another important factor is the part the pupils themselves play in directing the activities of the class. The instructor acts as adviser and guide.

The Intra-Mural Program:

This supplements the physical education program, the games being played during the lunch hour or after school. It is an important part of the athletic program, in that it gives great freedom of choice, as no pupil is compelled to participate; however, if a pupil who has the ability to play refuses to cooperate for the good of the room, he soon finds that he has lost to a certain extent his prestige in his room; he does not stand so high in the estimation of his comrades. But the program is so varied that it gives opportunity for every one to act in some capacity, either as player, referee, scorer, or other official. Out of a registration of 627, 464 pupils, or 74%, have taken an active part in this program since September; seven out of twenty home rooms have 90% of the pupils participating. When we consider that many pupils do not remain during the lunch period, and others work after school and cannot remain, this percentage is commendable. The games vary with the season, but include field hockey, soccer, basket ball, base ball, and volley ball.

The general direction and planning of the games is under the care of the Athletic Association, acting in conjunction with the Boys' Leadership and Girls' Activities Clubs. The Athletic Association, of which over 80% of the pupils of the school are members, is a voluntary organization with nominal dues; the object is "to encourage a more general participation and a greater co-operation on the part of the pupils in the athletic interests of the school." The immediate supervision of the games is in the hands of the Athletic Council, consisting of one Athletic Association member from each room.

Through the Athletic Council, a call goes forth to each home room for a room team. During home room or guidance period, a team is organized, and captain elected. The boys and girls volunteer, anxious to play, and everyone is given a chance. After the Council has posted the schedule, the games are on. The school is divided into two sections, the rooms on the North comprising one, and those on the South, the other. The rivalry between rooms and sections is keen but never bitter. When the final game between the winners in the sections is held, there is capacity attendance, and much more interest than in games between schools. In addition, some citizens in the neighborhood becoming interested have given silver cups, and these may be held by the room winning them for a period of one year. An interesting reaction to this on the part of the pupils is the expression of the idea that the cup should be held by different rooms in succeeding years, or in the vernacular of the playground, "Aw, give the other fellow a chance."

The officials at these games are pupils of the schools, who are trained through Leadership and Activities

Clubs; their decisions are rarely questioned. In the games at the end of the season a faculty member sometimes acts as referee.

Competitive or Extra-Mural Games Program:

As evidence of playing ability in the intra-mural games is shown, a team is selected to represent the school in competition with the other schools in the city. This is a selective group, usually composed in the main of ninth grade pupils. In considering the question of eligibility here, a pupil's citizenship is considered,—cooperation, effort, punctuality, etc.,—rather than academic standing alone. While this recognizes the fact that quite often physical prowess is not accompanied by academic ability, it discourages the boy who would come to school just to take part in athletics; he must play the game in his classes in mathematics or history as well as baseball, to the extent of his ability.

Athletic activities are valuable physically and ethically. The intra-mural games give everyone, even those not physically robust a chance to engage in healthy activity; the games in competition with other schools give those who are stronger a chance for more strenuous exercise. To succeed in these games a boy or girl learns that beside mere strength and endurance, observance of certain important health rules is necessary. He must be mentally alert and resourceful. In addition, he is learning lessons of loyalty, co-operation self-sacrifice, humility, courage, respect for others, self-respect,—all lessons needed by the youth when he passes out of the school into the world where he will need these qualities to meet situations arising from his contact with society.

In addition there is a definite social value. Athletics is a preparation for assertive and responsible citizenship in

the community. Especially is this true in a program which allows the pupil, by participation in control as the playing of the games, a voice in the ideals to be upheld, and a responsibility in achieving success in developing those ideals.

In conclusion, from such a program a pupil will of his own initiative set up for himself certain dynamic objectives:

1. To set up standards of health
2. To emulate someone who has achieved success in the field of athletics, selecting one who is worthy of such emulation
3. To acquire the ability to lead
4. To acquire the ability to follow
5. To achieve a sense of accomplishment

(This is of especial importance to one of low IQ.)

Athletic Activities — Bassett Junior High School:

I. Regular Classes—2 periods weekly—For all pupils, pupil direction, development of game skills, corrective exercise.

II. Special Activities—hiking, foul shooting contests, races.

III. Intra-mural Games—Girls: field hockey, basketball, volleyball, flashball. Boys: soccer, basketball, baseball, volleyball.

IV. Extra-mural Activities: soccer, field hockey, basketball, skating, ice hockey, baseball, track.

V. Clubs—boys' leadership, girls activities, junior leadership, games, girl scouts, camp cooking.

Athletics for the adolescent—a. Utilizing the "gang" spirit: teams, athletic association, clubs. b. utilizing hero-worship idea: development of worthy ideals, chance to achieve popularity. c. recognition of the girl's need for athletics.

2. Purpose of athletics—a. physical: development, formation of good health habits. b. ethical: development

of ideals of fair play and courage, development of subservience of self,—for the good of the team, for the good of the school, growth in self-control. c. social, development of qualities of leadership, training valuable to meet life problems.

3. The program for the High School
—a. physical education program, cor-

rective; development of game skills. b. Intra-mural games, enable all to participate, training in leadership; self-direction. c. Extra-mural games.

4. Dynamic objectives—a. To set up standard of health, b. to emulate a successful athlete. c. to acquire abilities in leadership and "followership." d. to achieve a sense of accomplishment.

THE JUNIOR HIGH SCHOOL AS INFLUENCED BY OTHER ADMINISTRATIVE UNITS

GEORGE WHEELER, ASSOCIATE SUPERINTENDENT OF SCHOOLS, PHILADELPHIA, PA.

The Seventh Year Book of the Department of Superintendence, just off the press, is entirely devoted to the articulation of the units of American education. Evidently articulation is a matter that is giving some concern. To a considerable degree this question centers about the junior high school because it is a recently introduced element in public education.

The junior high school feels to some extent the influence of the elementary school and to a much greater extent the influence of the senior high school and the college. Faulty articulation between the elementary school and the junior high school is due in many cases to school administrators whose enthusiasm outruns their understanding. Some are so anxious to be progressive that they subscribe to every new idea that comes along, whether they understand it or not. Every new movement is somewhat hampered by its unwise friends. These enthusiasts are like the foam on top of a wave. When that wave passes on, the foam rides gaily on the crest of the next wave.

The seventh grade can build securely only on what has been accomplished in the grades below. Too radical a de-

parture in the seventh grade of the junior high school is, therefore, bound to create difficulties. Nothing is gained by closing up the gap between the eighth and ninth grade if, in so doing, we open a gap between the sixth and the seventh. On the other hand it is necessary to guard against the tendency to make the junior high school not a new institution but simply a regrouping of certain grades. This is particularly likely to happen if teachers are assigned to the junior high school who have not had special training in preparation for the new work. In some places it has been assumed that any successful teacher of seventh or eighth grade in an elementary school is fully qualified for corresponding work in a junior high school. In the few cases of dissatisfaction that have come to my attention from some parts of the country, there is grave reason to doubt whether the school system in question ever had a junior high school. What they did have was a grouping of grades 7, 8 and 9 masquerading as a junior high school.

Another source of difficulty in the transition from the elementary school

to the junior high school has been the assignment of teachers who were lacking in experience. Particularly valuable is experience in grades below the ninth. In our city we have never had a serious problem of articulation between the sixth grade and the junior high school, and we ascribe this condition to the fact that the large majority of our junior high school teachers have come from the elementary schools. Years before they went to the junior high school they had learned from experience how to meet the problems that are common to both types of schools. Therefore, in entering upon the new work, they were free to concentrate their time and effort upon the problems peculiar to the junior high school. To become eligible to junior high school positions, it was necessary for them to pass an examination which carefully searched out their preparations for the subject for which they applied, their understanding of the objectives of the junior high school and their knowledge of the special method of their particular subject. To this well-trained and skillful group of teachers must be given much credit for the fact that, after an experimental period of several years, our Board was ready to push the establishment of junior high schools to the limit of its financial ability. Seven years ago we had one junior high school with 1300 pupils housed in a building expenditure of considerable more than a million dollars. Every section of the poorly adapted to the purpose. Today there are twenty junior high schools with an enrollment of 40,000 pupils, nearly all of whom are housed in buildings which will compare favorably with any school buildings in the country. The building plans for the current year include several additional junior high schools each of which will involve the

city that has not yet been provided with junior high school facilities is clamoring for them, and there is every reason to believe that within a brief period of years the transition from the 8-4 plan of organization to the 6-3-3 plan will be completed.

To say that the problem of articulation between the sixth and the seventh has never been serious does not mean that there have been no adjustments to make. The pupils do come from the several elementary schools with some degree of unevenness of preparation; but since nearly all of our teachers are familiar with elementary work, the transition is comparatively smooth and easy. The great mass of the teachers know from past experience what can be reasonably expected from the first six grades.

Because the junior high school is new, its work is less standardized than that of other units of the school system. It is doing an immense amount of pioneering, and unconventionality goes hand in hand with pioneering. This relative lack of standardization worries some people a good deal. This very flexibility makes it easy for the junior high school to adapt itself to the needs of the pupils as they come up from the elementary schools. But it also adds to the difficulty in articulation with the senior high school. In the course of years the work of the senior high school has become highly standardized. Then, too, when a pupil has covered nine years of school work, the content of his course of study becomes a matter of much more significance. In those subjects in which success in a given grade of work is dependent on what has been done in the same subject in a previous grade, the content of the course and the method of approach are both of importance. If

there are wide diversities in point of view as we find in regard to the teaching of foreign languages, articulation becomes still more difficult. It is almost inconceivable to some teachers that a pupil can be ready for advanced work unless he has done all of that which lies before. Content is, of course, to be thought of, but its importance may easily be exaggerated. Most of the attempts to measure the value of the junior high school maintain decent scholastic standards. Some people seem to think that in doing the many other good things that the junior high school undertakes, scholastic standards must suffer. But as a matter of fact in a well-conducted school all of these desirable outcomes may be realized at the same time, and in a badly conducted school they may all fail of realization together.

In large school systems the complete realization of junior high school aims may be somewhat hampered by the necessity for carrying on for a period of time both the 8-4 and the 6-3-3 plan. It is evident that if pupils promoted from junior high school must enter tenth-grade classes which also contain pupils that have come through the ninth grade of senior high school, there must of necessity be some mutual concessions in order that the pupils from diverse sources may take up their work without undue difficulty because of their somewhat separate types of previous training.

While this is somewhat of a disadvantage, there are compensations. In agricultural experiment stations, new methods of cultivation are tried, not by throwing aside completely the accustomed method, but by setting up trial plots in which experiments are made while other plots are cultivated according to the standardized proced-

ure. It is possible in the time that is required for complete transition of a large school system from the 8-4 to the 6-3-3 basis to use the junior high schools as experimental plots in the best sense of the term. In this way the relative advantages of the new and the old may be measured as they could not possibly be if the school system were transformed from the 8-4 plan to the 6-3-3 plan without a somewhat extended transition period. The mere fact that an educational procedure has been followed for a long time is no proof that it is the best procedure.

On the other hand, the old procedure may still be the best procedure.

The junior high school has made ample answer to many criticisms. The response of the pupils to the new method of handling has been little less than amazing. This is particularly noticeable in the ninth-grade pupils, who in the four-year high school belong to the submerged group and receive little in the way of recognition or responsibility. In the junior high school the ninth-grade pupils rise to heights of self-activity and self-government which are a constant source of surprise even to those who are most familiar with junior high school work.

Probably no device for securing satisfactory articulation between the junior and senior high school has been used quite so much as conferences between the members of the faculties of the two types of schools. Such conferences have value, but when a new educational unit is established, that must be guarded with great care; else the new idea will be smothered by the old. It is very natural for those who have long been working in a given field to assume that what is, is right. The inauguration of a new piece of work which conflicts with the old must nec-

essarily carry with it for some time a considerable amount of detachment.

Something can be done through the make-up of curriculum committees in which the representatives of one type of school work with those of another type. Similar arrangements for the selection of textbooks are advantageous. Cumulative records which follow the student through his school life are of value. A well-planned guidance program in the junior high school will do much to avoid sending pupils into senior high school courses in which they will be misfits.

We have tried another process of unification which has now proceeded sufficiently far to show some tangible results. Teachers with junior high school experience are now going in considerable numbers into our senior high schools, bringing into the higher school that understanding of junior high school that can come only by experience in it. Furthermore, the principals of our junior high school include not only those who were outstanding principals in elementary schools, but also former heads of departments from senior high schools who have made special study of junior high school work. Many junior high school teachers have in recent years been made principals of elementary schools. This tends to bring about a kind of articulation which not merely matches up one educational unit against another, but weaves them together into one great educational unit. The college is separated from the junior high school by a complete administrative unit—the senior high school. Yet its influence is potent in junior high schools because of the insistence of the colleges upon taking ninth grade work into account in determining college admission. It may be conceded for argument that, since the college gathers stu-

dents from many secondary schools, it must lay considerable emphasis on the covering of certain subject matter, but it is difficult to see why the three years preceding college admission do not furnish a wholly adequate basis for determining the student's preparedness for college work.

What a student does in the senior class of a high school is the most significant thing in determining his fitness for college and the importance of his work in the previous years diminishes with increasing rapidity in the years that are more remote from the time of his admission to college. Subject matter is important, but it is not all important. Many students on their way through the twelve grades preceding college have omitted considerable portions of the subject matter without in any way lessening their fitness for college work. It rarely happens that a student who goes through the elementary and the high schools in less than twelve years has covered all of the work planned for students in that time. The fact that their qualifications as college students have not been lowered thereby has been shown in a study of the accomplishments of the seniors in the colleges of Pennsylvania.

The junior high school is influenced by the other administrative units. That is inevitable, just as it is inevitable that other administrative units shall be influenced by the junior high school. The important thing is that each unit shall contribute those elements to the pupil's education that apply to his period of development. If you stand at the door of a junior high school and see the new students just arriving from the sixth grade, you will see a group of little boys and little girls. Three years later when they go to the senior high school they are not longer children; they are young

men and women. No other three years of their lives bring such tremendous changes. No other three years have such far-reaching influence on the rest of their lives. Whatever is done in the way of concessions to the other educational units in order to meet existing conditions, we can not justify losing sight of the fundamental purpose of the junior high school. Abraham Lincoln pointed out the unwisdom of swapping

horses while crossing a stream. Between the ages of twelve and fifteen, boys and girls cross a very turbulent stream. Until the coming of the junior high school they were compelled to swap horses while crossing it. It is the business of the junior high school to help them cross that stream with greater safety and land them on the far side better fitted for a successful journey in the subsequent years.

ARTICULATION OF THE JUNIOR HIGH SCHOOL

ROUND TABLE NOTES FROM FIFTH ANNUAL JUNIOR HIGH SCHOOL CONFERENCE,
NEW YORK UNIVERSITY, NEW YORK CITY

I. HOW SHOULD COMMITTEES PROCEED TO ATTAIN VALID STANDARDS FOR JUNIOR- HIGH-SCHOOL PRO- MOTION?

Miss Sarah E. Tyndall, Principal, State Street
Junior High School, Hackensack, N. J.

Perhaps some satisfactory measurements can be made and some standards of citizenship attainments be placed before the children as requirements for promotion.

And now who is to be responsible for the decision in regard to promotions?

If we agree that the decision as to any pupil's passing or failing should rest upon the question as to where he will profit most, can we expect to get any perfect mathematical rule or formula to answer it?

Shall we not need in addition to concrete measurements of intelligence, of scholarship, of ratings of civic habits such as thrift, service, etc., of health, of character as shown in self-control, reliability, courtesy, co-operation in participation in school activities, the intimate acquaintance and advice of the home room teacher? Promotion sheets on which are figures or letters

are not sufficient. They will not tell the whole story though they are helpful in verifying a teacher's judgment. It must be the teacher who best knows the pupil who will be able to best determine whether or not that pupil is ready for the next step in the educational ladder.

II. HOW SHOULD STANDARDS OF CLASS PERFORMANCE BE DE- TERMINED WHEN A PLAN OF HOMOGENEOUS GROUPING IS FOLLOWED?

The Relation of the Contract System to Standards of Class Perform- ance and Homogeneous Grouping

Ralph W. Proctor, Vice Principal, Manchester
High School, South Manchester, Conn.

1. Our experience with a plan of homogeneous grouping in Manchester High School has been very satisfactory, being one of the factors that helped to cut our failure rate in half in two years.

2. We do not think homogeneous grouping goes far enough, as it is simply a relative term—no class can be ab-

solutely homogeneous.

3. In an attempt to provide for treatment of individual differences that still exist in (so-called) homogeneous divisions, certain features of the laboratory plans seemed to be useable.

4. The Contract as applied to "A" and "B" divisions includes three parts: (a) minimum essentials, (b) supplementary work, (c) original work. Class meetings are held as pupils; pupils who have more than average ability of the division may tackle the extra work and raise their mark above C by satisfactory completion of various sections within the allotted time.

5. This plan keeps the best features of the modern socialized recitation, and allows some measure of individual work within the topic on the laboratory plan.

6. Class standards are raised as a result of the definite incentives, and broader knowledge of the subject obtained by pupils who tackle the individual work.

7. It gives valuable training in independent investigation.

The Relation of Different Standards of Class Performance to Promotions

Edward J. Sweeney, Principal, Junior High School, Bayonne, N. J.

They must set up in the school purposeful activities that lead pupils on to other purposeful activities that will implant the knowledges, create the ideals, promote the attitudes, develop the appreciations and fix the habits through satisfying practices, so necessary for the best preparation for life as life is lived today, and as the educational frontiersmen seem to think it will be lived for some time to come.

Will chronological history help to

bring about such goals of attainment? Will more formal grammar do it? Will more abstract mathematics do it? Will more indoctrination and servile docility do it? Will more domineering teachers and more subservient pupils bring it about? Will more unsupervised activities and more indefinite school work to be done at home do it? Will all the other factors that are looked upon as obstacles to educational progress bring it about?

If all these things can do it, let our standards of class performance with or without homogeneous grouping be built up accordingly. If other factors are needed, then standards of class performance improved by homogeneous groupings and promotions made to higher grades but where similar pupil levels are to be found, should be determined by those who see the light, and are willing to work with goals in view, but with suspended judgment. Step by step progress will come as we follow the light that leads us to a better way and day. Every school must have a philosophy. Every school has a philosophy, whether it knows it or not, and as the basis of that philosophy, standards of class performance should be determined and promotions made.

III. HOW MAY SCIENTIFIC RESEARCH DETERMINE THE VALIDITY OF THE CLAIMS FOR AND OBJECTIONS TO THE JUNIOR HIGH SCHOOL?

Research and the Junior High School in the Small City

H. Morton Jeffords, Superintendent of Schools, Wallingford, Cinn.

A study was made in an effort to determine the extent to which our 8-4 or

ganization was meeting pupil needs. We collected the mortality figures for grades 6 to 12 covering a period of ten years with the following results:

20% of pupils in grade 6 did not enter grade 7.

19% of pupils in grade 7 did not enter grade 8.

24% of pupils in grade 8 did not enter grade 9.

25% of pupils in grade 9 did not enter grade 10.

22% of pupils in grade 10 did not enter grade 11.

18% of pupils in grade 11 did not enter grade 12.

This data seems to indicate that there is something wrong with our organization between grades 7 and grade 11. We believe that a real junior high school could do much to remedy our failures in these grades. We had hoped to have ready for this paper the results of a study of a representative group of boys and girls who left school during the grades mentioned above, which we expect may show more explicitly just how our schools have failed to meet the needs of this group of young people.

Research and the Junior High School in the State

Harrison H. Van Cott, Supervisor of Junior High Schools, New York State Department of Education, Albany, N. Y.

It is the duty of the state, inasmuch as the schools are a function of the state for the progress of society:

First: To establish a philosophy, based on the opinions of many for junior high school development.

Second: To discover the best junior high school practices in the state and elsewhere, and to describe them to the people of the state.

Third: To check theory with prac-

tice and to encourage communities in their endeavor better to meet the needs of their boys and girls by offering a practical program.

Fourth: To build up as the years go on, by means of scientific research, evidences of the validity of claims for and objections to the junior high school for the purpose of guiding those who wish to adopt a junior high school program, and for the aim of stabilizing the institution.

Fifth: To be alert to criticisms, to collect relevant material, to prove and to disprove, to disseminate finding, to stabilize procedure. To do this, the state must act as leader, guide, co-worker, and counselor, in no spirit of domination, but in the spirit of service; it must work to harmonize the ideals of the theorist with possible practices; it must use the talents of the teachers and administrators in schools, colleges, and universities in the determination of what will best meet the needs of future citizens. It should furnish data and knowledge concerning questions of the moment in order to encourage progress and to blot out mistakes, gleaning it from all available sources.

Research and Junior-High-School Methods of Teaching

Edward R. Maguire, Principal, Public School 61, Bronx, New York City

After all is said, a school lives in its classrooms. The School day is a classroom day. What goes on in the classroom determines the success or failure of a school. If this be accepted as true, the objectives of the school are the objectives of the classroom. If **individual differences** dominate the school aims, the individual differences must be manifest in the classroom routine. If democracy is the keynote of the school,

then **democracy** should live in the classroom. The same views apply to **student responsibility**, to pupil-participation, to the **pupil-teacher partnership**, to **pupil self-direction**, to **co-operation**.

But these factors are all accepted as junior high school objectives. And it will follow, therefore, that they must function in its teaching technic.

IV. HOW MAY OCCUPATIONAL TRAINING BE GIVEN AND ARTICULATED IN JUNIOR AND SENIOR HIGH SCHOOLS?

1. With Special Reference to the Senior High School

Clifford S. Bragdon, Principal, Central Junior High School, New Rochelle, N. Y.

Thirty years ago the Senior High School was largely a college preparatory institution. Pupils intending to enter the industries did so at the close of the grammar school or before. Hence the Senior High School was not called upon to provide any occupational training. At the present time the compulsory educational laws and the child labor laws make it necessary for the Senior High School to provide for all types of pupils. A large proportion of the Senior High School pupils today are not planning to go to college, nor does the average ability of this group fit them for academic work of the college preparatory type. Hence there is need for a revision of the courses of study as well as the adaptation of the work to the needs and ability of these pupils.

Do these facts, however, force upon the Senior High Schools the necessity for equipping with machinery to prepare these pupils for the industries? If so, for what industries? Shall the an-

swer be determined by the prevailing local industries? Industrial conditions are changing so rapidly that training for the specific occupations of a community is often likely to prove futile. For example, a piano factory which was running to capacity three years ago is now practically idle because the demand for radios has nearly ruined the business of the piano manufacturer. Another argument against training pupils for community industries lies in the fact that distance is no longer a barrier. Pupils may be attracted more strongly to an industry one hundred or several hundred miles distant than to those in the same community. Again, the shop conditions in the school are likely to be superficial as compared with industrial shops, and such courses are apt to become a dumping ground for lazy pupils who are looking for snap courses. Automatic machinery is largely making skilled mechanics unnecessary. At least all the skill needed for such machinery can be taught in a few weeks by the particular industry the child may enter.

Therefore, to provide for the future needs of the pupils who will probably go into industry, the Senior High School should concern itself first with giving a good background of vocational information, including the essential facts of a wide variety of occupations, the type of skill and training required for such, and above all emphasize the right attitude toward work and the proper relation between employer and employee.

Next the Senior High School should have an efficient guidance and counseling department whose aim should be to help every individual to work out the best possible plan for his future success, carrying on the guidance work previously begun in the Junior High

School. Moreover, the Senior High School might also introduce its pupils, boys especially, to a wide variety of occupations, through short unit courses, thus giving a broad background for deciding upon the right occupation, but leaving the acquisition of the special skills needed for a particular occupation to be secured through the industry itself instead of the school.

That such a scheme seems justified by present day conditions is supported by such men as George E. Myers, professor of Vocational Education at the University of Michigan. In an address at Cleveland last month he made these significant statements:

"The great majority of wage-earning occupations which may be entered by youth at sixteen years of age or under require relatively little skill or technical knowledge. The time necessary to acquire the needed skill and special knowledge is small. Moreover, these may usually be acquired to better advantage in connection with the job than in a school before the job is begun. Still further, the relatively few who, at this age, enter occupations for which extensive preliminary training in all-day schools seems practicable are scattered among so many different occupations that the number in most of these is too small to justify the organization of classes."

In large cities the solution is not so difficult as in the small communities. A possible solution for smaller communities lies in the county trade school, or a trade school operated jointly by two or more neighboring communities either of which would be unable to finance the proposition alone. Or even a new type of school may be evolved through the co-operation of the industries, business and educational authorities in a community.

V. HOW SHOULD JUNIOR HIGH SCHOOLS DIFFERENTIATE BETWEEN THE "CUMULATIVE" CURRICULUM AND TRY-OUT AND EXPLORATORY COURSES?

How Extensive Should the Elective Offering be to Achieve the Survey and Try-out Functions of the Junior High Schools?

E. H. Fishback, Principal, Junior High School, Anderson, Indiana

The junior high school age is the age of dreams of the future. The boys and girls are beginning to think of the time when they will take their places in the larger social and industrial world.

The elective offerings of the school make a direct appeal to the interests, ambitions, and abilities of individual students, and should be extensive enough to appeal to most of these interests. The needs of an American adult society, both national and local, are another factor giving direction to the kinds of electives to be offered. The third factor that would govern the elective offerings is that of the size of the school. The large school is enabled to offer a greater variety of elective subjects.

Pupils should choose electives only after thorough educational guidance. Provision should be made for individuals to correct any mistakes made in choice of subjects. Such changes can be made better at the beginning of a semester.

The junior high school takes beautiful boys and girls at the beginning of their age of dreaming and planning for the future, and by means of elective offerings helps them to realize the sat-

isfaction that comes from the release of energy in the solution of those problems in life that make a personal appeal.

VI. HOW DO PUPIL ACTIVITIES IN THE JUNIOR HIGH SCHOOL AFFECT THE LATER SUCCESS OF STUDENTS IN SENIOR HIGH SCHOOL AND COLLEGE?

, John W. Dodd, Superintendent of Schools
Freeport, Long Island

Student activities train for leadership. The students themselves are well aware of the value of these activities in this respect. The following is an excerpt from a Senior essay which shows the student's point of view.

"The task of training the younger generation for leadership is now the most important responsibility resting upon the faculty of our modern Junior and Senior High School. Student activities have been the medium of approach between faculty and student body in this task."

It is interesting to note that the theme around which this essay was developed was taken from the following quotation:

"By such a creative control the school itself has become the way and the light. It typifies its own objectives. It is real. And reality is the only point of contact that the school can make with the outside world in the heart and mind of youth in an age of realities."

It is also interesting to note that since the organization of the Junior High School, instead of having to seek leaders for student activities, we have had a choice of leaders; this is undoubtedly due to the Junior High School training.

Junior High School activities tend to develop character and good citizenship. Sympathy, co-operation, judgment and poise which are promoted by student activities are character builders.

To give a final answer to the question as to the value of a school activity is impossible.

Certain criteria, however, for judging the worth of them have been set down—

1. The activity must be one not provided for by the out-of-school training.
2. The activity must be within the capacity of the individual.
3. The activity must, as far as is consistent with these criteria, be of interest to the individual.
4. The activity must, with the maximum economy of time, leave behind it, in form of habits, skills, knowledge, procedures and ideals, powers which will, with a high degree of probability, be employed by the individual in the important activities of his life.

Junior High School student activities affect success in Senior High School and College in so far as they measure up to these criteria for judging their worth and promote good scholarship, leadership and citizenship, and good character.

VII. WHAT JUNIOR HIGH SCHOOL RECORDS AND REPORTS ARE SIGNIFICANT TO THE COLLEGES?

As Seen by a Senior High School Principal

H. A. Ferguson, Principal, High School,
Montclair, New Jersey

It is true that the requirements of the colleges in New England and the so-called Middle States are more rigid-

ly prescribed than are the entrance requirements in other parts of the country. However, whether or not we favor these requirements, I shall discuss them because we are directly interested in them, and the statements made will apply. I shall list the units required by a number of these colleges, in order to show that if pupils are to be adequately prepared, the ninth year cannot ignore a portion of the responsibility for such college preparation. Some may say, "If they cannot enter these institutions, why not go elsewhere?" This is a pertinent question, and many times pupils do go elsewhere, some from choice, and others for other reasons. The point is that the patrons of the schools in this part of the country desire in many cases to have their sons and daughters prepared for these institutions. It seems fair, then, that these expectations should either be met or valid reasons presented for the inability of the schools to fulfill the wishes of their patrons.

It is not my intention to imply that these colleges are better than colleges whose requirements are less exacting. It is probably true that the care which is exercised by many of these institutions in the selection of candidates for admission reduces mortality, which is much higher during the first semester or the first year in college in other parts of the country than in practically all of the institutions listed below. Unfortunately, there are some who think that social prestige is gained by attendance at these institutions. It is true that the quality of instruction, the size of endowment, the library facilities, the science and building equipment in evidence at many of these institutions may account for a certain proportion of the large number of applicants for admission, not to mention age and estab-

lished reputation.

To sum up, it has been the purpose of this discussion to emphasize the necessity of continuing to include the record of the ninth year with the college entrance record because of present conditions. We should analyze more thoroughly our attitudes toward such matters as college entrance requirements to make sure that we are not confused when we attempt to place the blame for any present conditions which may be deemed objectionable. There are colleges in other parts of the country which allow more freedom in the ninth year. If some of our eastern institutions are too rigid in their requirements, why not follow the advice of Horace Greeley and "Go West".

VIII. IN THE DEVELOPMENT OF AN ARTICULATED PROGRAM IN THE DEPARTMENT OF SECONDARY EDUCATION, HOW MAY THE JUNIOR COLLEGE AFFECT THE JUNIOR HIGH SCHOOL?

From the Viewpoint of a City Superintendent

Milton D. Proctor, Superintendent of Schools,
Uniontown, Pennsylvania

If the function of the junior college is largely preparatory, and in this respect differs only in a slight degree from the objectives of the first two years of a four-year college course, then it is not secondary in nature, and cannot by the widest stretch of imagination affect the junior high school or make any significant and progressive contribution to the advancement of education other than that of bringing higher education within the reach of more boys and girls.

However, if the junior college is secondary in character, and is so conceived and administered as to provide in a better way for the education of boys and girls in the late adolescent period, it will have a marked effect on the junior high school and on all education which seeks to condition our youth for complete living in a democracy. In the opinion of many leaders, it will not be difficult to improve on the conventional education of the first two years of the usual four year college course.

Happily, there is a growing conviction that the first half of the college curriculum is essentially secondary in nature. Whitney, Colorado State Teachers College, says, "The essential secondary nature of the first one-half of the college curriculum has been established by recent research and rather early attitude and practice recognized the fact in a concrete manner."

Morrison holds that the definite line of transfer from secondary to college work appears at that point in the development of youth when independence in study and learning begins to appear in his intellectual life. And he adds: "I am certain that it will be agreed that this is found, as a rule nearer to the fifteenth year of school life than the thirteenth, more often among college juniors than among Freshmen."

In a talk which is so largely a summary of the opinion of others, may I indulge in one opinion of my own, an opinion which, if not original with me, is very certain to be original in its expression. On top of this secondary education for adolescent boys and girls, I am willing for the college teachers to build a program in their graduate and professional schools which is as "hard boiled" as they choose to make it. If the student fails in Calculus,—flunk

him. If he fails in Engineering II or Chemistry III, put him out. He is a young man, twenty years of age or older; he is training for a profession where only the fit survive; he is preparing for service on the higher levels. Intellectual education on this level has come into its own. There ought to be some place in our educational program where teachers can teach subject matter rather than boys; this is it. I am sincere in this position. Above the junior college level I believe in competition and in a program which will fit and therefore select only the best.

From the Viewpoint of a Junior College President

E. E. Cortright, President, Connecticut Junior College, Bridgeport, Conn.

In my judgment, the outstanding accomplishments of the junior high school are: First, it has made the senior high school conscious of its responsibility to a more democratic lower school. The junior high school and the senior high school as organized and administered represent the impact of two opposite philosophies of education. Of necessity, under these circumstances, there must be more or less of friction and difficulty in adjustment. The junior high school will do its work as a social organization as soon as it forces upon the senior high school a complete consciousness of the possibilities of the senior organization in serving many more groups of students than it has undertaken to do in the past. Second, the junior high school has given the senior school the opportunity to witness a student-centered institution. This is practically its mission. The elementary school, in the main, is a teacher-centered organization, while the senior high school has been a sub-

ject-centered unit.

IX. HOW MAY THE SIX-YEAR HIGH SCHOOL LIBERATE THE "JUNIOR" SCHOOL?

Avery W. Skinner, Director, Examinations and Inspections Division, State Department, Albany, New York

In the 6-6 plan, if the pupils are all together, there may be a certain moral effect on the part of the younger pupils from the older pupils that is not desirable, but if the junior high school is separated, i. e., on a separate floor, operated separately but on the same organization with the same teachers, the 6-6 school gives the junior school as much freedom as the 6-3-3 plan.

A. J. Stoddard, Superintendent of Schools, Schenectady, New York

A small community which has a 200 junior high school population and a 100 senior high school population will find it advantageous to use the 6-6 plan. As we go from there up to the point where we have a school with a junior population of 1000 and a senior population of 500—then I believe the schools might better be separated. There can be no definite mark at which to decide when to have a 6-6 plan and when to have a 6-3-3 plan. I would not sympathize with having one school for 1500 junior high school pupils and 750 senior high school pupils. There are advantages and disadvantages to both. Where we have only one school, the shop and laboratories are likely to be better, but you will lose other advantages.

An important question we must answer is, if we have a 6-6 school, how can it be operated so as to lose to both the least of the advantages of both the junior and the senior high school. We

should approach the question from the standpoint that if we do have a six-year school how can we run it so that we keep the advantages of the junior school.

In organizing the six-year school we must be careful to keep the objectives of the junior high school in mind. Some do lose the advantages of the junior school because of the tendency to let the senior school dominate. The senior school has to succeed. Do the people know how to judge the senior school better than they do to judge the junior school? I think we will all agree that they do. That is why we let the senior school submerge the junior school. The community is measured and measures the schools by the results of the senior high school. We must have a safeguard to ward off the danger of the senior school submerging the junior school.

Whenever we are justified in combining the two schools, we ought also to be justified in providing separate administrative units. If there is but one principal over the two schools, he will forget the junior school. He will be a senior high school principal. Thus we lose the advantages of the junior high school. We should have separate administrative departments. One ideal organization might be to have two vice-principals—one for the junior high school and one for the senior high school, and a supervising principal over both. Of course this would multiply the cost.

In many places in cities and towns we find a 50 senior high school population, a 100 junior high school population, and a 300 elementary school population all in one building. Do not call this a junior high school! Whenever the situation is large enough to call

this three year space a junior high school, it ought to meet under its own advisory staff.

When we have a six-year school, the extra-curricula activities present a difficult problem. The auditorium period should be separate. You can't mix junior and senior high school pupils. The athletic teams should be separate. If the same gym must be used, there should be two sets of lockers—one set on one side for the junior pupils, and one set on the other side for the senior pupils. The one combining element should be the curriculum itself. The biggest advantage is in the continuity of procedure through the curricula. The same teachers might be used. We do not gain anything in the six-year unit by having separate teachers. One advantage is that the teachers might interchange. Far too often they maintain separate teaching staffs, thus losing one of the biggest advantages. True, some teachers may be unable to spread themselves over the situation. If we could convince the teachers that it is right to teach Latin and Algebra or some such combination, they would do it willingly. Dr. Wheelock said he thought teachers specialized too much.

If we are going to allow a six-year school at all (I believe it is foolish not to take advantage of the six-year school) this six-year school will come into small communities and in the remote parts of large cities. If we are going to have the two combined, we should take every precaution to preserve the advantages of the junior high school. We must be careful not to submerge the junior high school. Certain objectives from the standpoint of procedure—a desire to reach all types of pupils—certain types of advantages must not be lost.

The physical layout of the planning of the conduct of extra-curricula activities must be most carefully planned so as not to submerge these advantages. In a six-year school the band or team never should be for the whole school. We should have a separate junior high school band; a separate auditorium period; separate principal to conduct the extra-curricula activities. Certainly, the technique of each of the two schools must be preserved.

X. TO WHAT EXTENT SHOULD THE JUNIOR HIGH SCHOOL OFFER COLLEGE PREPARATORY SUBJECTS?

The Junior-High-School Viewpoint

William H. Martin, Principal, Troup Junior High School, New Haven, Conn.

College preparatory subjects are vocational, and the junior high school should not be a vocational school. Hence I would reiterate that those subjects which are now considered as college preparatory should not be included in the junior high school program as college preparatory subjects. In saying this I am not unmindful of the fact that many of the subjects which are offered as college preparatory meet the conditions which were set up by Briggs as the best procedure of the junior high school. Our only problem is their relative importance with regard to other subjects which are not of the traditional type. Personally, I believe that if we are to meet the individual needs of all the pupils, the traditional subjects Latin, French, Algebra, etc., may well be included as electives along with Art, Music, Office Business, Health, etc., without any loss to the pupils, but on the contrary with a considerable gain

for those pupils who later will attend college. If we are to avoid the domination of this type of work over the other types of work, however, we must break the tradition that these are college preparatory subjects under the control of the college administrative unit.

XI. HOW MAY GUIDANCE BE GIVEN IN THE ELECTION OF JUNIOR AND SENIOR HIGH SCHOOL COURSES AND CURRICULA

Various Means of Classroom and Group Guidance in Junior High School Courses and Curricula

Henry A. Kocher, Principal, Nathaniel Hawthorne School, Yonkers, N. Y.

Mr. Kocher said that he felt there were two methods by which guidance could be given to junior high school students, direct and indirect. The direct method would be concerned with groups of students and with individuals. The school principal can use this method to talk over possibilities of school and college in assembly; he can demonstrate the work of various courses by giving over an assembly program to the commercial, shop, art, and music departments. Discussion of subjects should always precede grade in which election occurs. In the seventh grade the boys meet the Educational Guidance Director the first half of the year, and the girls go to the library. The second half of the year the girls meet the Director and the boys go to the library.

In the eighth grade, talks are given to groups by the Counselor about elections in 9-10-11-12 years of school. In the ninth grade, talks are given to groups by the counsellor on college en-

trance requirements, etc. Reference is made to college catalogs in the library.

The indirect method can be used by the principal and the counselor through conferences with parents; through instructions to teachers at faculty meetings; through bits of information suggested by teachers; through special pamphlets furnished by Guidance Bureaus; through parent-teacher association meetings; through special occasional meetings, such as Father's Night and Mother's Night; through correspondence with parents, and through visits to homes where social and economic conditions can be learned. Trips can also be planned, for those students who are interested, to various industrial plants.

Extracurricular Activities as a Contributing Factor to Guidance in the Election of Junior and Senior High School Courses

E. P. Lawrence, Principal, Madison Avenue Junior High School, Irvington, N. J.

I mentioned in passing that superior teachers have always done valuable guidance work in their classroom by awakening in some of their pupils an abiding interest in their subject. What an opportunity here for the activity sponsor! Presumably the pupils already have an interest in that particular activity. By building upon that interest, the club sponsor can well nigh dictate the pupils' election of courses. I have in mind a boy, now a young man, over whom, I like to believe, I exerted an influence that started him thinking about the profession of which he is now a member. That influence was developed during our association together in an extracurricular activity. Certainly I had failed miserably to influence him

before that in my regular classroom, for he failed my course twice, which may not have been his fault.

Finally, the activity sponsor has an opportunity to become acquainted with the pupil's personal likes and dislikes, his ambitions and his dreams, his habits and abilities, his individual traits of character that fit him peculiarly for certain vocations. The sponsor gains a knowledge that will be invaluable when the time comes to talk to that pupil about his election of courses. There are difficulties here to be overcome; problems to be solved. The sponsor is not always the logical person to meet with the pupil in the conference period when choices of courses are finally made. We must devise suitable forms and records for making this knowledge available to the principal, the home-room teacher, the guidance director, and whoever may need it. Certainly the opportunities and achievements of extra curricular activities are too valuable to be left unrecorded. And I can conceive of no greater value than the use of such a record when offering guidance to pupils in the election of their courses.

E. S. Knight, Principal George Inness School,
Montclair, N. J.

Courses of study are so arranged, particularly in the eighth year, as to offer exploratory work which in itself is of educational value. A spirit of co-operation and understanding on the part of teachers and pupils characterizes the Junior School thru such instrumentalities as pupil participation in school management, clubs, and other organizations. Such activities are of great help in discovering abilities and aptitudes necessary to intelligent curricular guidance. The home room teach-

er in particular should be responsible for knowing intimately the individual needs and aims of her group, and aiding in the selection of studies.

The right kind of school records and report cards giving regularly not only academic marks but reports in such citizenship qualities as effort, initiative, co-operativeness, and dependability are of course essential in advising a choice of studies. Explanations and discussions of the different courses before parent meetings and in the school room necessarily precede an intelligent choosing of subjects.

Some Methods of Guidance Used in the Election of High School Subjects

Mrs. Mary F. Pilcher, Dean of Girls, Senior High School, Montclair, N. J.

The direction of all guidance in the selection of subjects in junior and senior high schools should be under the supervision of someone who has the opportunity to the end of the pupil's school career.

Therefore the persons from the junior school who act as advisers and the group of advisers from the senior school should meet together under the leadership of the high school principal or assistant principal two or three times a year to discuss the kind of information and advice which should be used in guiding pupils to select their subjects widely.

The Trenton System of Election of Junior and Senior High School Curricula

Paul Loser, Principal, Junior High School
Number Three, Trenton, N. J.

We provide opportunities for cross

over from one curriculum to the other by means of ninth grade subjects offered in the tenth year and also through our sessions of Summer School, so that pupils who feel themselves misplaced in the ninth year may, in most cases, change to another curriculum without the loss of a year in graduation from the High School.

Our ninth grade teachers, therefore, must be particularly careful in advising pupils in their selection of Senior High School curricula, since there is very little opportunity for a pupil to transfer from one curriculum to another in the Senior High School without loss of time. They must also bear in mind, particularly for the pupils taking the College Preparatory curriculum, the subjects which must be selected within the curricula. As, for instance, the election of four years of Latin and three years of another foreign language for entrance to the Princeton A.B. course or the selection of three years of a modern foreign language for entrance to one of the Scientific Colleges having those requirements.

In our tenth year, due to present conditions, the home room is still the basic advisory unit and the home room teachers, particularly in some of the cases, must be just as careful as the ninth year teachers in the election of courses within the curricula.

In the Senior High School building, housing only the eleventh and twelfth years, the pupils in the various home room groups are assigned to advisers, and remain in these advisory groups during the two years. These groups comprise, on the average, about one hundred twenty-five pupils and the advisers continue the work started by the home room teachers of the preceding grades. In addition to this, all

schedules of pupils expecting to go to college are checked by one instructor, who is very familiar with the entrance requirements of all the colleges, in order to see that the pupils, upon graduation, will have completed their work in all of the required units.

This system, I think, while it is practically the same as systems used in many school organizations, is working rather efficiently in Trenton. We have comparatively few requests for transfers from one curriculum to another, and we have practically no pupils who at the close of the Senior year find themselves lacking in college entrance units unless the decision to go to a particular college has been made so late in the school life of the pupil that the school has had no chance to make the proper adjustments, and in these rare instances the home is notified immediately after receiving word of the new decision.

This explains briefly our method of operation in Trenton at the present time, and to the best of my knowledge we will continue to use this type of guidance.

XII. WHAT IS THE EFFECT OF THE PRESSURE OF OTHER AD- MINISTRATIVE AGENCIES ON THE WORK OF THE JUNIOR HIGH SCHOOLS AS A FINAL SCHOOL?

The Point of View of the Teacher

Miss Alice Bedell, Assistant Principal, Troup Junior High School, New Haven, Conn.

By keeping the work and program of studies of the junior high school throughout the state approximately the same, the teacher's load is lightened, the work is made uniform, and the

transfer of pupils is made easier. Her attitude toward the state course of study is affected largely by the similarity it bears to city and senior high school requirements. Since these are generally based on that of the state, the State Board of Education exerts a beneficial pressure on the work of the junior high school by making it definite. This statement may be modified by the worth of the course of study, however.

In requiring certain qualifications for the obtaining of a junior high school certificate, the State Board again favorably affects the work of this school, since by raising the standards for teaching in a junior high school it guarantees a higher type of teacher and consequently a better calibre of work. It helps to put the junior high school teacher on a proper level with senior high school teachers, and in recognition of additional preparation on her part, insures increased salary. While at times the State Board seems to exercise an undue pressure upon the junior high school, especially as far as certification of teachers is concerned, on the whole the pressure is helpful to the junior high school system at large.

Every junior high school teacher, while she may not analyze her position carefully, is nevertheless aware that all these administrative agencies within the school system exercise a certain pressure upon the work of the junior high school, sometimes a helpful influence, occasionally a confusing influence, but rarely a neutral influence.

If they help her to realize the enlarged responsibility she has, and that she must have a much broader professional training, the ultimate effects of all will be helpful, and a definite step toward the realization of the aims of

the junior high school will be accomplished.

The Point of View of the Principal

Donald Swett, Principal, Alfred Plant Junior High School, West Hartford, Conn.

Only in one instance, as I see the subject, does our local senior high school exert any pressure upon us which tends to prevent us from doing what we feel our individual pupils need. While we give full credit for Art work in Grade IX, and by so doing encourage a certain small group of pupils to remain in school longer than they might do otherwise, it is not yet possible for this same group to study Art with full credit during their senior high school course. In other words, pupils who wish to study Art in the senior high school must do so under the penalty of receiving one-half credit for such a course, and therefore must study some other extra subject to make up the additional half-credit needed for graduation.

Our general relations with the senior high school are quite definite and very liberal. We promote to the Sophomore class on condition all pupils who fail in only one of the four major subjects studied in grade IX. Pupils failing in two major subjects in grade IX are transferred to the grade X classes in the senior high school building, where they are permitted to study two ninth grade subjects and two Sophomore subjects. Pupils who pass only one major subject repeat the ninth grade.

The only major undesirable pressure which is exerted upon the junior high school by other administrative agencies is that of the college which compels us to offer a course in Ancient History instead of permitting us to develop a course in Social Studies which might

well be a required constant for all ninth grade pupils.

The Point of View of the Principal

George R. Brunjes, Principal, Franklin Junior High School, South Norwalk, Conn.

The keystone of the junior high school is exploration and guidance. We find exploratory courses offered in the Fine Arts, Commercial Work, Languages, Domestic Arts, Practical Arts, and the like. To that point we often fail to see. Most of our small senior high schools are altogether inadequately equipped to carry on where the exploration ends. Beyond a college preparatory course and a commercial course, what provision can be made for the various talents or abilities apparently discovered in the Junior high school? And Echo answers "None".

We have, therefore, another reason for a lack of articulation—the inability of the senior high school to meet the needs of certain groups which have found their way through the junior high school. The alternative is to discourage these groups from ever going beyond promotion from the ninth grade.

The last reason for the lack of articulation which I shall treat here deals with homogeneous grouping. It is really a part of the fourth reason, and may be considered in the light of an addition.

When pupils are grouped according to ability and carried through the three grades of the junior high school, pursuing modified courses, experiencing a modified treatment and then sent to a senior high school, poorly equipped and totally unable to continue the plan of grouping thus far followed, you have an acute cause for lack of articulation.

In summing up, let me say, however, that while the problem of articulation is with us, and probably will be for some time to come, the outlook is not at all hopeless. By intelligent co-operation between the junior and senior high school principals by an intelligent and sympathetic consideration of each other's problems and by a hope of the eventual removal of those obstacles which stand in the way of ready articulation, we may hope in time to have the wheel of public education whirling as regularly and as successfully as of yore.

XIII. HOW SHOULD HIGH SCHOOL GRADUATION CREDITS BE RECORDED WITH EXPLORATORY VALUES IN THE JUNIOR HIGH SCHOOL?

The Purposes and Values of Exploratory Features in the Junior High School Program

George C. Hutchison, Principal, Fair Haven Junior High School, New Haven, Conn.

There is plenty of authority for exploratory and try-out activities in the Junior High School.

M. C. Lefler, Superintendent of Schools, Lincoln, Nebraska, has stated as one of the aims of the Junior High School that it makes possible in greater degree the exploration of pupils' interests, aptitudes, and abilities, and in the light of the knowledge gained, the giving of wiser educational guidance.

Superintendent Jones, of Cleveland, has stated the same thing as applied to vocations in the following words: "To provide a vocational try-out is an attempt to discover abilities and adaptabilities."

Exploration, according to the great majority of those who have studied intensively in the Junior High School field, is one of the outstanding, if not the most important aim of the Junior High School. In fact, this phase has been stressed to the extent that any school that fails definitely to provide exploration has no right, in the opinion of Superintendent Eugene Briggs, to be called a Junior High School.

Prevocational training and exploration resulting in wise choice of later school courses and life work was stated as one of the main aims by 49 of 59 school Superintendents and 17 of 20 college Specialists. It received second place in the ranking of aims.

Statements of school superintendents and educators generally advocate exploratory work as a means of finding a pupil's interests and guiding his footsteps in the right direction educationally or industrially. However, we fail to find in reading a great many typical statements of Junior High School administrators justifying the Junior High School in their communities, that by means of their exploratory features they have actually and surely revealed pupils' abilities and interests and have been able to guide them by reason of these exploratory activities into success in the secondary school or in industry. Maybe too much is expected of exploration. Maybe Junior High School administrators have not done their full duty by exploration, or having done so have not recognized their results for what they are worth. I shall try in setting forth purposes and values of exploratory activities to stick to what may be reasonably expected from exploration in the Junior High School as apart from what can be learned from other sources of information at our disposal.

The Junior High School tries to make a rather complete study of the needs, aptitudes, and abilities of every pupil. The school should have as much information as possible about the pupil when he enters the seventh grade. The complete school record of the child kept on a permanent record card is an important factor in the study. Intelligence and achievement test records are another factor. The child's health and attendance records, his nationality and his social background; the parents' ambitions for the pupil and their ability, financial and otherwise, to see the pupil through are still other factors which affect the study. These are all valuable, but fall short in many ways, particularly in the way of revealing the child's interests, the drive within him, his determination, his emotional reactions and incentives, his sand, etc. All the information that we have when the child enters the Junior High School is what we have found from the first six grades whose work is made up for the most part in mastering the tools of education. They do not reveal abilities in the fields of education itself for which these tools exist. It is at this point then that exploration of the child's abilities must begin.

For any extensive study of the pupil's abilities there must be within the Junior High School itself a wide range of activities organized to sound out the interests and abilities of seventh and eighth grade pupils as far as is consistent with thorough work. Further, this work should not encroach on the time necessary for the continuance of what Briggs calls "Common intergrating education". Through this exploration work we do not mean to start any child towards any particular trade or vocation, but to give general education

through shop and academic try-out work, and to guide him in the light of his interests and abilities so that the tremendous waste and unhappiness due to failure in the secondary school may be reduced. The advantage of the new type over the old type exploration can be readily seen. In talking to an eastern educator recently, he told how they used to explore in the Saginaw High School twenty-five years ago. Everybody took the classical course, and at the end of the first year it was evident who could and who could not do the work—capacities had been explored. The commercial course was developed originally to take those who fell by the wayside in the classical course. The great values of our present exploratory courses which come before the period of secondary school specialization are in guiding the pupil according to his likes and abilities so that the tremendous waste of a year of his educational life, the deadening effect of failure, and the expense and other drag on the school system may be avoided. Modern exploration points the way of economy and success.

In conclusion, I wish to state that exploration in the Junior High School should take the form of General Mathematics, General Science, Industrial and Household Arts, Vocations, and Foreign Language. The purposes of these courses are to aid the pupils to explore their interests and abilities, to have children carry away from the courses a definite body of knowledge which will be of use culturally, educationally and vocationally. To conserve values of exploratory work below the ninth grade except there may be some election in household arts and shop activities. In this way the school can get respect for

useful work and preserve our democratic ideal by giving all children the same chance.

Ray P. Grabo, Principal, Nott Intermediate School, Schenectady, N. Y.

Tryout courses are not for teachers but for pupils—not to get the pupil's number—but to let him find himself.

Let him fail cheerfully without disparaging his promotion.

Since there are 40 elective courses, we must give type rather than specific courses.

Give courses when needed by the pupil, for his next year or next job.

Teach short courses as tryouts, giving emphasis to the sequential values. A lamb in Latin will not be a Spanish lion.

Let every core course yield its share of educational and vocational guidance.

Let it train for life, not for entrance to private institutions known as colleges. The work of the world is done for the well, happy, and good, not for the sick, jailed or damned.

IQ plus I Will must be considered together.

XIV. WHAT TYPES OF ACHIEVEMENT TESTS SHOULD BE USED AS A BASIS FOR PROMOTION?

The Use of Elementary Achievement Tests as a Basis for Promotion in the Junior High School

Paul D. Collier. Superintendent of Schools, Simsbury Public Schools, Simsbury, Connecticut

The large all inclusive object of pupil education is that of orientation. In other words, for the child or adult to

fit harmoniously if not leadingly into his environment is the goal. The church calls this goal spiritual perfection, and attempts to bring its follower up to that high level. Society expects the citizen to have a high type of behavior. It is willing to accept leadership, however, to the extent that the environment in the community is improved. If leadership is not the dominant quality in a person's life, then society expects followship. Under this all important goal of pupil education are the subheads, the so-called eight cardinal objectives.

Everyone of these objectives is accepted by recently trained, up-to-date junior high school principals and teachers. It is entirely logical to conclude that they should be considered in the promotion qualities of the junior high school. To what extent do we have norms or standard of achievement for the elementary school outside of a knowledge of fundamentals? Isn't it pretty difficult to have eight objectives of pupil education only one of which is fairly adequately measured? Does this not point to a great deal of research in the fields of achievements, standards and norms for these other objectives? Would not norms and standards and levels of attainment in these objectives for the elementary school be equally important as these same measures in academic achievement? Can teachers' judgment be relied upon to measure progress in these more intangible phases of growth? We see that it cannot be relied upon in academic achievement. If we could only find how wrong the teachers' judgment is in these fields, we would be on the road to progress. Promotion, as far as society is concerned on the basis of some of these unmeasured objectives, is more important than promotion on the basis of academic achievement. The objective

measurement of our more intangible objectives is the problem to which I invite your most sincere efforts in the next few years.

**Possibilities and Limitations of
Achievement Tests as a
Basis for Promotion in
the Junior High
Schools**

Harlan H. Miller, Principal, Grover Cleveland
Junior High School, Elizabeth, N. J.

There are fields where it seems to me achievement tests may be used with a great deal of reliability, namely those fields where the skills or informations are of an indisputable and objective nature. The commercial field is one of those in such studies as typing, bookkeeping and stenography. The field of exact sciences is another such field. The skill element in mathematics is wholly objective, and subject to exact measurement from an achievement point of view. The objective elements in Geography are similar to those in Science, and are hence measurable.

In fact, it seems to me that it is possible to measure achievement in those phases of any subject where there can be general agreement as to the objective elements in those fields usually expressed as skills or specific bits of information, or where the reflective thought elements may be expressed in objective terms. Even here let us always be sure that we are not following some test of long since useless information merely because it's printed and it's so much easier to use such a test than to devise one of real functional information.

There is, however, a great field involving the emotional and appreciative

side of every subject—the way we think and feel about a study, the school, even life itself that is extremely important. While measurement of these qualities may be outside the purpose of achievement tests, yet they may be more vital than the tests themselves.

I should accept the valuable possibilities of achievement tests in the lines above mentioned. They are making a worthwhile contribution to education. At the same time, the ends of Junior High School education are broader than an achievement test can show, and with the limitations herein expressed of tests, I should be reluctant to consider them the sole criteria for promotion in the Jr. High School.

XV. IS THERE A LEGITIMATE CONFLICT BETWEEN CREATIVE ACTIVITIES AND THE PREPARATORY FUNCTION OF THE JUNIOR HIGH SCHOOL?

Howard V. Funk, Adviser in Self-governing Activities in the Bronxville High Schools, Bronxville, New York

Our present day educational scheme presents an interesting growth in aims and ideals. For generations the ultimate goal of scholastic attainment has been the college. Because of this, the college has imposed and the high school has accepted a course of study based on the thesis that the only function of the high school was to prepare for college. The only cognizance of any other function was to allow a rather meagre offering of subjects as general electives.

This state of affairs continued until educators began to realize that certain factors were operating to nullify such procedure. These factors are: 1, the many subjects clamoring for admission to the high school curriculum; 2, a real-

ization that the major proportion of students are not entering college, and that the course of study for all is being ordered by the needs of the few; and 3, the rapid growth and development of junior high schools. As to the first two factors, it is enough to say that the colleges have, on the whole, been willing to concede their legitimacy and to make adjustments which would allow a certain latitude of action on the part of the high school. The third factor is the one with which we are immediately concerned.

The conflict, if there is such, comes somewhere between the sixth and tenth grades. This is the field of the junior high school.

Unquestionably, there must be a "back bone" to the junior high school curriculum, but the conflict seems to be as to whether it shall consist of the courses which have been curtailed by the taking over of one year of the old standard high school, or whether it shall consist of a broadening and finding course of creative activities such as is suggested by the program outlined.

Quite apparently, a conflict does exist between creative activities and the preparatory function of the junior high school. From the point of view of the junior school and the training it hopes to accomplish, it is not legitimate. From the point of view of preparation for college, it is legitimate, and, regardless of the point of view, until some adjustment is made and accepted by all the parties concerned, it will continue to exist.

E. H. Snow, Principal, Lower Merion Junior High School, Ardmore, Pennsylvania;
President of the Junior High School
Section of the Pennsylvania
State Educational Assn.

We should have in our Junior and

Senior High School professional educators of sufficient scope of vision to realize the real worth of new experiments, new policies, to the end that where new needs come in to possibly side-track, reduce in size, or possibly entirely remove former subject matter, that they will be big enough to weigh them at their worth and recognize that the needs of all individuals and all sides of school life are a part of their professional obligation.

The thesis with which we are concerned states the matter concisely. Without doubt the conflict exists, but the fact that it does exist is more or less a reflection upon the intelligence and vision of our secondary school men, as a conflict among thinking people is never really legitimate. And the time is coming when we are going to realize that the adolescent boy and girl are entitled to a many-sided, extremely emotionalized school life which aims to produce an aroused, happy, confident being, and that any subject matter which conflicts with this end is illegitimate.

XVI. DOES THE PROGRESSIVE JUNIOR HIGH SCHOOL NEGLECT THE CULTURAL TRAINING OF ITS PUPILS?

Lee DeLong, Pennsylvania State College,
State College, Pennsylvania

REPORTED BY MARGARET STEWART

Professor DeLong said he had asked High School teachers throughout his state to define culture, and found only two who agreed with his idea—which was summed up as the utilization of all knowledge teachers have in developing boys and girls, making them leaders.

and most of all developing ultimate happiness.

Culture, he told us, is no longer determined by the ability to pass college entrance exams, but might be stated as the ability to make other people feel at home. He told us of his experience with young ladies, college graduates. After having heard them make addresses, he had gone forward to compliment them, and they had made him feel as though he had gone a long distance from his seat to the platform, and that he was decidedly out of place. They had B. A. degrees but not culture. Applying this idea to our class rooms, he suggested that we might train our pupils to make the visitor feel at home, give him a textbook, etc., as well as train them in specific knowledge. Not only should culture imply a person who appreciates drama, grand opera, great masterpieces and the like, but one who is at home in any situation, and able to pull up other individuals.

He questioned whether the Junior High School had advanced or not in the last ten years in proportion with the increase of knowledge. Is all the present day knowledge utilized? He gave as an illustration the story of the Pennsylvania farmer who won the championship prize in raising potatoes because he had kept abreast of the times and utilized all the new methods in farming.

Professor DeLong finished his talk by saying that teachers should teach boys and girls not only what may be of benefit ten years from now, but teach them how to live today and develop them in ideals, character, and correct attitudes. To do all this, a teacher must not only know her subject, but like it; and not only like it, but boys and girls as well.

**THE PENNSYLVANIA COMMITTEE
FOR THE SUPPORT OF
JUNIOR HIGH SCHOOL INTERESTS**

W. H. BRISTOW, STATE CHAMBERS, HARRISBURG, PA.

H. J. COLTON	Bessemer
DONALD W. DENNISON	Pittsburgh
G. HERMAN GROSE	Ambridge
E. A. GLATTFELTER	York
WM. H. HERR	Hazleton
L. F. LUTTON	Pittsburgh
W. H. McILHATTAN	Brookville
DALE MCMASTER	Johnstown
JOSEPH MCGOONAN	Meadville City
H. C. PERRY	Pottstown
C. W. ROBERTS	Allentown
C. P. SETDEN	Allentown
JAMES A. SHOOK	Reading
A. P. SKILLETT	Atella
EDWARD H. SNOW	Franklin (Lower Merion)
EDWARD UTZ	Waverly
L. H. WAGENHORST	Slippery Rock
MYRON E. WEBSTER	Maryfield
EDWARD H. WORTHINGTON	Rivers Park (Cheltenham)